

In closing, Professor Steinhardt said that clearly the Task Force was not writing on a clean slate here. The Task Force is coming at the end of a long process, drawing on the hard work of Co-Chair Vice President Lehman, Associate Vice President Whitaker, their staffs, their consultants, the faculty's Ad Hoc Committee on the proposed College of Professional Studies, and the tremendous work of the Senate's Committee on Appointment, Salary and Promotion Policies which was a guide and inspiration for this report. Although this process has not always been a pretty picture, he said that he was honored to have served with the members of the Task Force, a majority of whom were present in the room to answer any questions the Senate might have.

Professor Nagy said that he had some observations to make, but he first wished to stress that his remarks did not reflect any criticism of the members of the Task Force. He then enumerated the issues that concerned him. First, the Task Force itself made it very clear that it was denied budget data by the administration, rendering, in his opinion, the resulting proposal impossible for the Senate to judge or for the Trustees to judge. Second, he believed that the Task Force compared the proposed College of Professional Studies only to extremely weak alternatives, and that even these comparisons are extremely terse. Third, in his opinion, the CPS proposal would require radical changes in the Faculty Code. Fourth, that full faculty consultation, which was mandated by the Senate and the Trustees' Resolution that gave birth to the Joint Task Force, was in his opinion very far from being met. The late release of this report, although within the time frame in the proposal, meant that the Senate members did not have a chance to discuss this at a meeting of either departments or schools. Because of these concerns, Professor Nagy then moved that:

- (1) The Senate thanks the CPS Task Force for its Herculean efforts;
- (2) The Senate regrets deeply the defects in the CPS proposal enumerated above which was not the fault of the CPS Task Force;
- (3) The Senate is compelled to take the position of not concurring with the proposed CPS; and
- (4) The Senate thanks the entrepreneurial faculty who have established degree programs of high quality and of high profitability and urges that the next attempt to address the opportunities described in the CPS Report begin with detailed interviews of these faculty to determine what factors facilitated and what factors mitigated against the success of the degree programs and how they would structure not for semester hours professional programs.

Professor Wilmarth, referring to Professor Nagy's concern about denial of budget information, noted that Page 17 of the report refers to the fact that the University

Treasurer's Office was unable to provide a schedule of projections for growth in the revenues of existing academic development and continuing education programs, and he asked Professor Nagy if there was any other budget information denied. Professor Nagy responded that it is stated in the report that 5 or 6 attempts were made to get budget figures from the administration and each of those attempts was denied.

Professor Griffith pointed out that he had not heard a second to Professor Nagy's motion, and he asked whether or not it was on the floor for discussion. The Parliamentarian advised that Professor Nagy's motion was part of the discussion of the report. In order to clarify the situation with regard to possible action by the Senate, Professor Griffith suggested that perhaps the Executive Committee could put a resolution on the agenda for the October 13th Senate meeting so that the Senate could take a formal stand on the report. In this way, the Senate would have a second chance to discuss this report before the Board meets on October 20th. Professor Boswell responded that he saw no reason why the Executive Committee could not place a resolution on the agenda for the Senate meeting on October 13th. Professor Harrington agreed that it would be helpful to delay a resolution on the report until the October Senate meeting because it will give the schools an opportunity to discuss the proposal and how it affects them.

Professor Pelzman, speaking as a member of the Joint Task Force, pointed out that the report represents a consensus. Presenting it to all the schools for discussion is fine; however, ultimately it is a binary choice left to the faculty at this point – either yes or no. It is not modifiable, and if one tries to modify it, it will kill it. Professor Griffith replied that he disagreed with Professor Pelzman that the Faculty Senate is in the position of having to say either yes or no to the report because he thought the Senate might want to more sharply define its reaction to the report, e.g., to express support with some qualifications or exceptions.

A discussion followed by Professors Nagy, Boswell, Wilmarth, and Griffith.

Returning to his initial inquiry about denial of budgetary information, Professor Wilmarth noted that Page 21 of the report refers to the fact that certain information from the Treasurer's Office on indirect costs apparently was not forthcoming. He asked Professor Steinhardt if the Task Force thought the validity of the report would be impaired because the denial of budgetary information impeded the Task Force's ability to make realistic projections of the revenues this College might produce. Professor Steinhardt replied that the short answer is "no." While it would have been helpful to have additional information, he did not think that the lack of such information undermined the viability of the recommendation. Professor Nagy asked how it was possible to form a judgment about the viability of any scheme without a budget. Professor Steinhardt responded that the Senate Resolution asked for a budget plan—not a budget. A budget, he said, would have been virtually impossible to draw up in the best of circumstances.

**MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
SEPTEMBER 8, 2000, IN THE ALUMNI HOUSE
1925 F STREET, NW**

The meeting was called to order by Vice President Lehman at 2:15 p.m.

Present: President Trachtenberg, Vice President Lehman, Registrar Selinsky, and
Parliamentarian Pagel; Deans Futrell, Lefton, Phillips, and Tong;
Professors Boswell, Captain, Castleberry, Cawley, Duff, Gallo, Griffith,
Haque, Harrington, McAleavey, Mergen, Moses, Nagy, Park, Pelzman,
Robinson, Wilmarth, Yezer, and Zaghloul

*Corrected
10/13/00*

A Thornton

Absent: Deans Harding, Riegelman, Williams, and Young; Professors Divita,
Hoare, Johnston, Lindahl, Simon, Stephanic, ~~and Thornton~~

APPROVAL OF THE MINUTES

Vice President Lehman called for approval of the minutes of the regular meeting of May 5, 2000. Professor Nagy asked that the minutes be amended on Page 5. Brief Statements (and Questions), to insert the words "of privilege" after the word "question" in the first line of the first paragraph. He said that he had raised a "question of privilege" as to whether the meetings of the Joint Task Force on the proposed College of Professional Studies were closed to the faculty, and, if so, then the Joint Task Force could not meet the requirements established by both the Trustees and the Senate itself for "full participation" by faculty. The amendment was approved. Professor Griffith, on behalf of Professor Cynthia Harrison, asked that the minutes be amended on Page 2, containing the discussion on the Resolution to Endorse the Policies and Procedures Governing Sexual Harassment Complaints, to add the words "by a vote of 9-5" after the words "was adopted" in the next to last line of the paragraph; and to add the following statement made by Professor Cynthia Harrison before the final vote was taken: "I would like to say that, on behalf of myself, Adele Alexander, Tyler Anbinder, Diane Bell, Allida Black, Ildiko DeAngelis, Cynthia Deitch, Elizabeth Fenn, Cayho Gamber, Angela Hewett, Shawn McHale, Bonnie Morris, Daniel Moshenberg, Theresa Murphy, Phyllis Palmer, Mark Reeves, Leo Ribuffo, Ann Romines, Linda Salamon, Lee Sigelman, George Stephens, Gail Weiss, Daqing Yang, the proposal as it has been amended is not acceptable and should be rejected by the Faculty Senate." The amendments were approved. The minutes of May 5th, as amended, were approved.

President Trachtenberg then introduced and welcomed Timothy W. Tong, the new Dean of the School of Engineering and Applied Science. Dean Tong received a round of applause.

At the request of Professor Boswell, the President asked if there were any objections to changing the order of the agenda by taking up as the next item of business Item 6(g) Tributes. No objections were made.

TRIBUTES

Tributes to former or current Faculty Senate members who recently retired were offered, as follows: Professor Robinson read a tribute to Professor Phyllis Ann Langton; Vice President Lehman read a tribute to Professor A. Joseph Zuchelli, Jr.; Professor Boswell read tributes to Professor Frederick Amling and Professor Michael Gallagher, respectively; and Professor Harrington read a tribute to Professor Theodore G. Toridis. (The tributes are attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT OF THE JOINT FACULTY-ADMINISTRATION TASK FORCE ON THE PROPOSED COLLEGE OF PROFESSIONAL STUDIES

Professor Steinhardt said that, having been elected by the Senate as Co-Chair of the Joint Task Force, he viewed his role as assuring that faculty voices were heard. He thought his first job was to demonstrate that the faculty has substantial and proper concerns that needed to be expressed in ways that were clear and that were credible. But he thought that the faculty also needed to hear what was being said by the administration without over-interpreting it. By meeting in plenary sessions every two weeks, and in some cases, every week, the members of the Task Force were able to consolidate their understandings, to identify the points of disagreement, and to resolve them as forthrightly as possible. Professor Steinhardt said that he also thought it was important to demonstrate that the faculty and administration could work together in good faith towards the resolution of a problem because it seemed to him that the Board of Trustees would be much more interested in grappling with a consensus document than it was in observing some ongoing intramural conflict. And he said that he was glad to report that the document before the Senate represents consensus among 15 members of the Task Force representing every shade of opinion of its members. He emphasized that this did not mean that everyone on the Task Force agreed with every sentence in this report, or with every conception, or with every methodology that was adopted in this report. It just means that the dissatisfaction is more or less equally distributed and that this conception is better than any "real world alternative," and is a document which all of the Task Force members endorse.

Professor Steinhardt then pointed out that there were two typographical errors in the report on Page 6. In Line 6, the \$60 million figure should be \$52.3 million, and in Line 8, the \$90 million figure should be \$82 million.

Professor Pelzman explained that this recommendation is not a budget; it is a revenue projection based on past performance. If one assumes from past performance a certain revenue stream in continuing education, the Task Force's issue actually came down to two elements -- one, is there going to be a transfer payment from the rest of the University when there is no revenue from CPS, or two, what is the size of the initial investment and whether or not that initial investment can come out of retained earnings or from outside additional funding coming in from the Board? He said that the budgetary information available to us led us to judge that: (1) The existing operation is making money; and (2) The existing operation of the new school could, if pushed, originate from retained earnings; this will fund the initial start-up of this operation. Professor Pelzman stressed that this is all the Task Force was asked to describe in its report.

Professor Nagy said that even by a weak standard of liability to a stockholder suit, he did not know how it is possible to invest in something without even having an estimate of how much the cost is going to be.

Professor Eisner, a member of the Task Force, explained that there were a set of revenue projections, called "goals," and also the "bottom line," meaning what would normally be the profitability of an enterprise, which was cited year-by-year over a 5-year period. By subtracting the revenues from the profitability, one gets the "cost." He said that all costs are inferrable from the data that is projected in the report. He said that he would like the Senate to view this in the context of a set of goals that represent the best views of the people who were part of the Task Force in terms of whether this enterprise is workable; and, if so, what the levels of investment are, and whether this is feasible at a relatively low level of risk. And what one sees in the report is actually that -- a set of numeric numbers having to do with revenues and profitability, and everything in between are the costs.

Professor Griffith raised a question about the amount of investment and the source of money for the investment. As Chair of the Fiscal Planning and Budget Committee, he said that he has a copy of the University's budget for the fiscal year 01, but could find nothing in that budget to give any indication of this investment being entered into the University's budget plan. He asked for a clarification of how much money the University plans to put into this enterprise and where it is going to come from. Professor Steinhardt cited Tables 2 and 5, which indicate a low and a high (robust) investment scenario. In Table 2, \$1.5 million is the low investment scenario, and in Table 5, \$5 million reflects the high scenario. What is presented here, he said, is a range of possible investments because the Task Force thought it important to show some flexibility in the recognition that we are at the beginning of this exceptional process. He thought that there are a number of possibilities where the money could come from, but the Task Force did not come to a consensus on advice on that matter.

Professor Nagy asked for clarification of the methodology used to come up with the conservative scenario and the robust scenario.

Professor Eisner explained that Table 2 projects a set of goals in current operations (the top set of numbers) and in new operations. The reason for doing that was to put in evidence for the Senate, as well as for the Trustees, the notion of what would happen if, in fact, we would not invest at all in this enterprise, i.e., what would the current operations lead to? But in terms of investments, the negative numbers (with parentheses under them) represent the bottom line of \$.75, and that is the \$1.5 million figure that has been discussed. The fact that the next year (year 3) has a zero, one could infer that there are necessarily investments, namely whatever the probability might have been on \$10 million of revenue reinvested to allow the growth of that set of new operations, namely \$30 million. He said that the level of investment by dollars and cents is well articulated in Table 2. Professor Eisner said that Table 5 is silent on a statement of gross operations and revenues because this came from Associate Vice President Whitaker's operation, and the Task Force thought it prudent to be silent as well on the amount of investment dollars. The precise number of \$5 million was not part of the input the Task Force received at that time, but was informal input received later, and the Task Force was not in the habit of taking numbers and projecting them or citing them when it was not given those numbers. However, he pointed out that Table 5 is, in fact, a statement of gross margins and revenues from Associate Vice President Whitaker's operation.

Associate Vice President Whitaker noted that, although Table 5 reflected projections in the 5th year like the other tables, it refers to gross margins, and the reason for that is that until one decides what kind of indirect rate is going to be applied to this or what kind of payback period will be assigned to any kind of upfront costs, it is very difficult to know what the retained earnings distribution is going to be. Professor Eisner added that what Table 5 does say is that if you have this amount of revenues, you have certain direct costs and indirect costs that apply to those revenues. Whatever they are and whatever rates they are, once you subtract them from the revenues, you get a net bottom line, so the Task Force is not really making an assumption as to a rate, direct or indirect.

Professor Gallo recommended that the Senate think about this report in terms of either voting it up or voting it down. She said that the Senate has had the best thinking of the minds that were on the Task Force and several routes before that, and she thought it highly unlikely that the Senate is going to have more information than the Task Force had at their disposal. She thought it would be a terrible mistake and probably result in the death of this if the Senate tries to break it down and pick it apart.

Professor Pelzman, referring to earlier comments about the budget, asked the Senate to turn its attention to Page 16 which sets out some of the conditions that the Task Force came to grips with. First, Item 3 in effect says that the budgets of departments and schools would not be affected negatively by the initial investment period in this programs, regardless of what the source of the investment is. That condition, he stressed, seemed to

be crucial as there would be no transfer payments. Second, Item 4 says that, in fact, the revenues from this operation are going to be held outside of the revenue sharing. In other words, he explained, it is not going to be a gap filler, which is what the Task Force was concerned about, i.e., where you create this cash cow and then you sort of rob it. Rather than focusing on Tables 2 and 5, and whether or not we had all of the details of Associate Vice President Whitaker's operations in terms of costs, Professor Pelzman said that the Senate ought to be looking at Page 16 in terms of the kinds of commitments we have made if we accept this, and if the Board accepts this.

Professor Yezer noted that the report cited examples of operations at other universities, and he suggested that the faculty contact their friends at other institutions to find out what they think about these operations and perhaps something about the way they are structured because in terms of designing a program like this, he thought the experience of other institutions is very important. He then asked whether or not the faculty and students in these programs were going to have access to the University's libraries, computer systems, and e-mail systems. Vice President Lehman indicated that they would have access if it is a for-credit program. In response, Professor Yezer said that he currently found GW's systems to be extremely inadequate, and he questioned whether or not the other operating systems of the University have the capacity to deal with whatever increased demands would put on them, and whether the University is willing to make the necessary investments to make those systems work. He thought that this issue was a big omission in the report.

Professor Griffith offered a procedural motion to instruct the Executive Committee to return this item to the agenda of the Senate meeting of October 13th with a Resolution drafted by the Executive Committee to provide a vehicle on which the Senate can vote. The motion was seconded. The question was called, and the motion was unanimously carried.

AMENDMENT TO RESOLUTION 99/2, "A RESOLUTION TO AMEND THE 1996 FACULTY CODE OF THE GEORGE WASHINGTON UNIVERSITY" CONCERNING THE FACULTY GRIEVANCE PROCEDURES

Professor Wilmarth described the background of Resolution 99/2 which was adopted by the Senate on December 10, 1999, to amend the grievance procedures under the Faculty Code. Resolution 99/2 was based on the Cheh report along with amendments recommended by the Professional Ethics and Academic Freedom Committee. After the Senate adopted Resolution 99/2, it was forwarded to the University's General Counsel's Office and to the University administration for review. After review, Vice President Lehman informed the Executive Committee that the administration did not find acceptable the following language (underlined) in Section 7. Final Disposition (p.10) adopted by the Senate:

"The decision of the relevant Committee shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines, after giving substantial deference to the findings and recommendations of the relevant committee, that there are compelling reasons not to implement the relevant Committee's decision, . . ."

Professor Wilmarth explained that Vice President Lehman has asked the Senate to delete the above underlined language, which is essentially a qualification or explanation of the "compelling reasons" standard of review. He said that he understood that the primary reason for this recommended deletion is that the term "compelling reasons" appears elsewhere in the Faculty Code, particularly with regard to administrative nonconcurrences in promotion and tenure recommendations by faculty committees. The additional language in Resolution 99/2 about giving substantial deference does not appear in other parts of the Faculty Code where the term "compelling reasons" is used. As indicated by Vice President Lehman's e-mail message to Professor Boswell of August 3, 2000 (copy attached to this meeting's agenda), the administration was concerned that it may destroy the parallelism of the Code to qualify it one place and not qualify it elsewhere in the Code.

Professor Wilmarth then called attention to Page 6 of the Senate Minutes of December 10, 1999, attached to Resolution 99/2. If the Senate recalled, it was basically debating whether or not to choose the "compelling reasons" standard, which was contained in the Cheh report, or the "clearly erroneous" standard which was proposed by the PEAFC Committee. At the top of that page, Vice President Lehman had stated that he had reviewed a Faculty Senate Executive Committee memorandum defining the meaning of "compelling reasons" and that he had no problem living with that if that sets the standard. Professor Wilmarth stated his view that the "compelling reasons" standard, as explained in the memorandum of February 10, 1993, should be applied the same way, whether it's an administrative review of a promotion and tenure recommendation, or whether it's a review of a Hearing Committee or a Dispute Resolution Committee determination on a faculty grievance.

Professor Wilmarth said that the memorandum of February 10, 1993, explains that the "compelling reasons" standard establishes a presumption in favor of the correctness of the faculty determination, and the University administration does not have a de novo right simply to disagree with the faculty, but rather must overcome that presumption by showing that the faculty did not act with reasonable supporting evidence or did not conform to the procedures required under the Faculty Code. He said that the Executive Committee understood the President and the Vice President for Academic Affairs to be generally in agreement that "compelling reasons" is not a de novo standard of review; it is a standard that requires deference to the responsible faculty body, and it requires the administration to bear a heavy burden of persuasion in overcoming the presumption in favor of the faculty body's decision. Professor Wilmarth said that if that is the universal understanding of compelling reasons, then he was willing to accede to the administration's request to remove the specific language referred to in Section 7. Before moving deletion of this language, he pointed out that the existing grievance procedures, on Page 30, offer no standard of review.

At this point, Parliamentarian Pagel advised the Senate that action on this amendment must come back to the Senate as a Resolution through the Executive Committee.

Professor Griffith said that he was willing to delete the language but would ask that the legislative history clearly show the administration's interpretation of "compelling reasons," and the agreement upon which the Executive Committee is proposing to strike that language. Professor Wilmarth suggested that the February 10, 1993, memorandum be made a part of the record.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF ACTING CHAIR OF THE COMMITTEE ON ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY

Professor Boswell moved the nomination for election of Professor Christopher Sten as Acting Chair of the Committee on Administrative Matters as They Affect the Faculty. Professor Sten was unanimously elected.

II. NOMINATIONS FOR ELECTION TO SENATE STANDING COMMITTEES

Professor Boswell moved the nominations for election of faculty to the following Senate Standing Committees: Professor David Bjelajac to Appointment, Salary and Promotion Policies; Professors Reba Carruth, Susan R. Jones, and Jeffrey A. Mello to the Committee on University and Urban Affairs; Professor Pradeep Rau to Administrative Matters as They Affect the Faculty; Professor John William Geranios to Admissions Policy, Student Financial Aid, and Enrollment Management; Professor Subhasish Dasgupta to Educational Policy; Professor Ginger Smith to Faculty Development and Support; Professor George Jabbour to Professional Ethics and Academic Freedom; and Professor Milos Doroslovacki to Libraries. The nominations were approved.

III. NOMINATION FOR APPOINTMENT BY THE PRESIDENT TO THE MARVIN CENTER GOVERNING BOARD

Professor Boswell moved the nomination of Professor Vasti Torres for appointment to the Marvin Center Governing Board. The nomination was approved.

IV. REPORT OF THE EXECUTIVE COMMITTEE

The Report of the Executive Committee by Professor Boswell, Chair, is enclosed.

V. REPORTS OF THE COMMITTEE ON EDUCATIONAL POLICY

On behalf of the Committee on Educational Policy, Professor Duff, Chair, spoke to the three reports distributed with the agenda, namely: (1) Undergraduate Retention; (2) Scheduling of Final Examinations; and (3) Grade Inflation.

With respect to grade inflation, Professor Duff said that, although some grade inflation has occurred at GW, the Committee did not see this as a serious problem. The possible cause of grade inflation might be attributed to the use, and perhaps over-use, of part-time faculty and institutional norms. The Committee recommended that all new faculty receive some orientation on the expectations about grading when they begin teaching at GW; that the grade averages be sent to department chairs and program directors probably at least once a year; and that a document expressing the grading expectations of a department, program, or school should be put in the hands of every part-time faculty before they begin their employment at GW.

With reference to the scheduling of final examinations at GW during the last week of classes or the reading period, Professor Duff said that the Committee looked at this by taking a poll of departments and program directors throughout the University. The results came in from 29 departments and programs, which together represented a total of 301 full-time faculty. Of the 301 full-time faculty, only 9 were reported to have scheduled exams during the last week of class or the reading period. Although only a small percentage of faculty were reported to have given final exams during the last week of class or the reading period, the problem, he said, is not insignificant. and the Committee recommended that a memo be sent out at the end of the year, as it is now, reminding faculty that this practice is not allowed.

Regarding undergraduate retention, Professor Duff said that the Committee concluded that smaller classes would help solve a lot of problems, and more student-faculty contact would be the best way to retain undergraduates. Providing smaller, interactive classes for undergraduates would address the problem students reported of feeling academically unchallenged in many of their classes. Of course, he pointed out, in order to lower class sizes, an adequate number of smaller classrooms is necessary, and, unfortunately, the University's building plans seem to be headed in the wrong direction. The insufficient number of small classrooms proposed in the buildings now planned or under construction will render the attempt to reduce undergraduate class size difficult, if not impossible, and the University should begin to address this situation immediately. Another recommendation the Committee made to encourage more meaningful contact time between students and faculty is to reward faculty who make such contact with undergraduate students. He said that rewarding faculty for more student contact takes the faculty away from research time, and the Committee thought that faculty should be recognized for spending time with students.

A discussion followed by Professors Park, Pelzman, Griffith, and President Trachtenberg.

VI. 1999-2000 ANNUAL REPORTS OF SENATE STANDING COMMITTEES

The following Annual Reports were received: Physical Facilities, Fiscal Planning and Budgeting, Appointment, Salary and Promotion Policies, and Executive Committee of the Faculty Senate. (The Annual Reports of the Physical Facilities Committee and the Executive Committee were distributed with the agenda; the Annual Reports of the Fiscal Planning and Budgeting Committee and the ASPP Committee are attached.)

Professor Griffith thanked Professor Lindahl for preparing the 1999-00 Annual Report of the Fiscal Planning and Budgeting Committee. Noting that the FP&B Committee is not a legislative committee, he said that the Committee does try to outline what the current fiscal situation of the University is, and the University is taking on additional debt, putting us at greater risk. But if we don't build buildings and take on debt, we also run a risk, and the question is one of figuring out where the balance is, and it is an extraordinarily important shared governance issue, he said.

Professor Griffith then commented on various issues addressed in the Annual Report. He said that there is great pressure from the City for additional student housing, which investment has the advantage of providing an income stream. The University's endowment has clearly been growing rapidly due largely to the bull market, but there is not much new money flowing into the endowment in terms of gift money; despite the rush of building, we do not seem to be attracting large 'naming' gifts. The new policy on revenue sharing is a way of trying to make sure that the schools are held accountable for their budgets. For instance, he said, a school could conceivably begin to devote its efforts to off-campus instruction on which it gets a larger return and run a deficit in its on-campus programs. The University is still putting a lot of money into Mount Vernon though we now project it will start earning surpluses by 2002. Finally, when one looks at the financial performance of the University overall, it appears that we are turning up with a big surplus each year, but that turns out to be mostly the growth in the endowment, and most of that are funds which are constrained and not freely available. As far as the Northern Virginia campus is concerned, Professor Griffith said he could add no further information. He urged the Senate members to look at the Annual Report, and if there are issues the Senate would particularly like to know about, the FP&B Committee would be glad to try to get that information.

A discussion followed by Professors Nagy, Griffith, and the President.

BRIEF STATEMENTS (AND QUESTIONS)

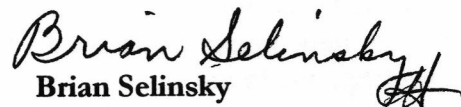
President Trachtenberg invited the Senate to the Opening Convocation on September 12th. He noted that there would be an address by Helen Thomas and a presentation panel consisting of Carl Stern and members of our faculty.

Professor Nagy commented that he thought it was very heartening that the Senate took up a very difficult issue and there was no rancor, and there was extreme fairness on the part of the Chair in encouraging the discussion on the proposed College of Professional Studies. He also appreciated Professor Griffith's motion ensuring that this matter will come back to the Senate for further discussion.

Professor Griffith said that he was sorry to see that former Vice President Bortz had left the University. Having worked with him over a number of years on various issues, Professor Griffith said that he thought Walter Bortz was an extraordinarily decent and helpful person, and he appreciated his contributions to the University. He said that he was sorry that he did not have a chance to say goodbye to him. President Trachtenberg replied that he would be representing the University at Walter's inauguration in October, and if the Senate would like to pass a Resolution of Appreciation, he would be happy to present it to Walter at that time. Professor Park suggested that the Executive Committee, on behalf of the Senate, act promptly on this because of the short time.

ADJOURNMENT

Upon motion made and seconded, the President adjourned the meeting at 4:20 p.m.


Brian Selinsky
Secretary

**A TRIBUTE TO PHYLLIS ANN LANGTON
PROFESSOR OF SOCIOLOGY**

Phyllis Ann Langton received her B.A. in Sociology from California State University at Los Angeles and her M.A. and Ph.D. from the University of California at Los Angeles, completing her dissertation with distinction.

Since her 1968 appointment as Assistant Professor of Sociology, she has established a consistent and significant record of publication, encompassing a wide range of issues. Concurrently, Professor Langton has been an organizer, session chair, and speaker at the meetings of numerous sociological associations and societies throughout the United States. She has held appointments as Research Scientist at The National Institutes of Health and the University of Aberdeen, Scotland.

A licensed registered nurse since 1953, Professor Langton has contributed to the community through her volunteer work with the Red Cross of America for nine years. From 1998 to the present, she has also been a volunteer at the Kaleidoscope House in Vienna, Virginia.

Effective, energetic, and enthusiastic as a member of the faculty, she has been a leader in her Department, serving as Chair for a period of six years. In the Columbian School Professor Langton has been a member of many and varied committees. Her service has also extended to work on University committees. She was a member of the Faculty Senate for one academic year and during that time was elected as Co-Chair of the Joint Committee of Faculty and Students.

Professor Langton has earned the thanks and admiration of her colleagues. They extend their best wishes to her upon her retirement from the University.

**Lilien F. Robinson
Professor of Art**

**Faculty Senate Meeting
September 8, 2000**

**Tribute to Professor Frederick Amling, Professor of Finance
Served on the Faculty Senate for 4 years**

Professor Amling has provided outstanding service to the School, the University and the finance profession for over 30 years. Although our recommendation recognizes Dr. Amling's long tenure of service, we especially would like to recognize the quality of that service.

- Research -- Author of four, well-recognized books related to investments and personal finance; one book has been published with six editions. In addition, Dr. Amling has authored numerous academic articles and delivered papers at academic meetings.**
- Professional Reputation -- Officer of the American Finance Association, which is the premier academic group devoted to the discipline of finance. In addition, Dr. Amling has served as a director of large, well-known investment funds and other civic and business groups.**
- Stature and Service -- Dr. Amling long has been committed to faculty governance and the quality of education provided students attending the University. He has served as director of the Finance Program, established several prizes and scholarships for outstanding students, in addition to participating in many other departmental, School and University committees. Dr. Amling continues to demonstrate outstanding service by chairing a committee to raise funds for a new building of the School of Business and Public Management.**

**Salvatore F. Divita
Professor of Marketing**

**Faculty Senate Meeting
September 8, 2000**

**A Tribute to Professor Michael Graham Gallagher
On the Occasion of his Retirement and Appointment as Emeritus Professor**

Michael Graham Gallagher first joined The George Washington University community in 1954. He was an undergraduate student beginning his professional education, and, in his first semester, obtained a seat in the class of the inspirational professor Dean Elmer Kayser. Having devoted nearly half a century of continuous service to GW, now, in May of 2000, Professor Gallagher is honored with a new appointment as an emeritus professor.

Graduating in 1960 with a Bachelor of Arts in government, Michael Gallagher also received a Juris Doctor in 1964 and a Master of Laws in 1971 in taxation, all from The George Washington University. During this time, he advanced his professional certifications, gaining a C.P.A. in Virginia, and admission to the Virginia and District of Columbia Bars. He received the Gold Medal Award for the highest score on the Virginia CPA exam in November, 1964.

In addition, he is an honorary member of Beta Alpha Psi, the national business honor society and garnered many other professional distinctions, including a School of Government and Business Administration Distinguished Service Award for Leadership and Outstanding Service to the School in 1986, and recognition by the Student Association and Disability Support Services for extraordinary contributions to the educational experience of GW students in 1998.

Serving as Chairman of the Department of Accountancy from 1984 to 1986, Professor Gallagher also served on the Faculty Senate for several years and on the University Grievance Committee.

The author of many publications in the area of taxation, Professor Gallagher has served with distinction as a mentor to both students and faculty. Endowed with voice of reason, the embodiment of integrity, a gentlemanly demeanor, and the warmth of a honorable friend, Professor Gallagher has consistently and tirelessly furthered the improvement of the University community.

Salvatore F. Divita
Professor of Marketing

Faculty Senate Meeting
September 8, 2000

**On the Retirement of
Theodore G. Toridis, Professor of Civil Engineering**

Presentation to the Faculty Senate
of
The George Washington University
September 8, 2000

Professor Toridis was born and brought up in Turkey and received his Bachelors degree in Civil Engineering from Roberts College in Istanbul in 1954. After serving as a dam design engineer in Turkey, he obtained a construction engineering position in Delaware and moved to the U. S. He then embarked on graduate study in civil engineering at Michigan State University, obtaining a Ph.D. in 1964. Having enjoyed academia, he accepted a position as Professor of Civil Engineering at GW immediately upon graduation.

Since arriving at GW, he has been highly professionally active and has published over forty papers in various civil engineering journals. He has been the Principal Investigator in many sponsored research projects and was an early innovator in the use of computer-aided design in structural analysis. Recently, he has applied his knowledge of structural analysis to bio-medical applications and obtained major funding for his research on traumatic brain injury and human injuries from automotive crashes. He has nurtured many a graduate student through his or her dissertations, and has served as a mentor for many young faculty through the years. He has also been active in organizing professional engineering conferences and professional meetings. In recognition of his substantial professional accomplishments, the American Society of Civil Engineers elected him to the rank of Fellow.

While to the outside world, Professor Toridis is recognized for his professional accomplishments, we the Faculty know him best for his skills as a colleague and administrator in advancing GW. He served on the Faculty Senate for four years during which time he chaired the Senate Committee on University and Urban Affairs for two years, and the Senate Committee on Research for one year. In the School of Engineering and Applied Science, Professor Toridis served as Associate Dean for Academic Affairs, as the Chair of the now defunct Department of Civil, Mechanical, and Environmental Engineering, and has recently been called back to service as the Interim Chair of Civil and Environmental Engineering.

In the past few years, the unique abilities acquired by a Greek coming of age in Turkey have blossomed so as to make Professor Toridis an indispensable backbone for Civil and Environmental Engineering and SEAS. SEAS and CMEE have suffered from an overabundance of turmoil, which is well-known to the Faculty Senate. Professor Toridis' ability to keep level-headed, flexible, and moving forward continuously, even though he may have vehemently opposed occurrences that surrounded him, made him an ideal leader during this period. He never lost his equanimity and always maintained working relationships with all parties - a task which might in other environments qualify him for sainthood. His talents remain urgently needed and we the Faculty profoundly regret his retirement. Nevertheless, he has given us much and we are pleased that he will now partake of the many pleasures that life provides outside of GW.

Charles A. Garris, Jr. Professor of Engineering

Annual Report
1999-2000
Appointment, Salary, Promotion Policy Committee

The Committee began its year with a consideration of several issues, some of which fell by the wayside and some which are now either implemented or in the process of implementation. One such issue was that of being able to transfer all TIAA/CREF funds upon retirement to other forms of investment. That policy has now been adopted by the University. Another issue was that of domestic partner benefits. That issue is now before the Benefits Review Committee for resolution. One piece of business that we were not able to complete during the year was the annual (Art Kirsch) report on administrative salaries. The Committee will attempt to produce this report during the Fall Semester 2000-2001.

The bulk of the Committee's time was spent in working through what faculty participation in a proposed College of Professional Studies might be. That report was made to the Senate in the Spring Semester.

For the Committee

John G. Boswell
Professor of Education

Fiscal Planning and Budgeting Committee
Annual Report for the FY 2000
Prepared for the Faculty Senate
September 2000

1. This report abstracts certain information from the Operating and Capital Budgets for the fiscal years 2000 and 2001, as supplemented by information provided by the office of the Associate Vice President for Finance. The committee owes thanks to that office for its prompt, thorough and friendly assistance. Information about faculty and enrollment are from the Office of Institutional Research.
2. The activities of this committee for FY 2000 revolved around the issues reported on in this document. We had extensive discussions of debt issuance, bond ratings, and forecasts of future directions for the university. We thank the Vice President for Academic Affairs, Donald Lehman, for his contributions to the committee's activities



Frederick Lindahl, Accy, SBPM (preparer of report)

William Griffith, Phil, CSAC, Chair

Debra Sheldon, Accy, SBPM, interim Chair (spring semester, 2000)

John Kwoka, Econ, CSAC

Anthony Yezer, Econ, CSAC

Robert Waters, Eng Mgt, SEAS

Roger Lang, EECS, SEAS

Salvatore Paratore, Educ, GSEHD

Edward Cherian, Mgt Sci, SBPM

Charles Garris, MAE, SEAS

Robert Peroni, Law

Ex Officio

Jack Siggins, University Librarian

Donald Lehman, Vice President for Academic Affairs

Donald Boselovic, Associate Vice President for Finance

Gerald Bass, Vice President for Health Economics

Fiscal Planning and Budgeting Committee Report to Faculty Senate

The tables and information in this report are the most current available. Much of the information is drawn from the FY 2001 operating and capital budgets. Some enrollment and faculty data for FY 2001 are not yet available, so the information is for the previous academic year.

A. Students

Our university's FTE enrollment has grown 7% between 1995 and 1999, to a total of over 15,000. The one-year growth from 1998-1999 was 5%. The growth has been entirely in undergraduates: 25% over four years, and 10% between 1998 and 1999.

See Table 1 for five-year trends in graduate and undergraduate enrollment, with comparisons with "market basket" schools.

B. Faculty

There has been a 2% growth in regular, active-status faculty in the four years from 1995 to 1999. There was no increase in regular active-status faculty in FY 2000. In the number of total faculty, there was a 3% decrease in FY 2000.

Because of a 7% growth in enrollment, the ratio of students to regular faculty has increased from 14.2 to 14.9 over five years.

See Table 2 for five-year trends in faculty levels, by school.

C. Debt levels

The capital budget anticipates a total of \$367M in new development expenditures (which extend beyond five years). Of this total, 64% (\$233M) will be financed by debt. The next five years expends \$272M of the \$367M. In terms of the levels of debt, there is an increase, net of debt repayments, from \$310 million in FY 99 to \$465 million in FY 04, an increase of 50%

See Table 3 for a depiction of debt levels, past and future.

Debt service rises from \$32M in '99 to \$46M in '04, an increase of 44% over that five-year period.

See Table 4 for a five year history and five year forecast.

Moody's has lowered the bond rating for the university's debt from A-1 to A-2.

D. New initiatives

- Buildings

Major development projects in the 2000 capital budget are topped by construction of the Health and Wellness Center and the Media and Public Affairs building, and on renovations in the Marvin Center.

In later years major expenditures will be made on the Elliott School & Student Housing. Buildings for the Law School, School of Business and Public Management, and the Virginia Campus are contingent of fund-raising and government funding.

See Table 5 for a listing of major development projects through 2004.

- Technology

The Technology Initiative will expend \$33M in 2000, out of a total of \$114M between 1999 and 2003. The deficit (excess of expenditures over funding) will be \$11M in 2000, and a total of \$20M over five years. The largest single item, \$71M, is for administrative systems.

See Table 6 for details over 5 years. This report shows expenditures from '99 to '03; no significant changes are envisioned in the FY 2001 budget.

E. Endowment

The university's endowment is \$652M in 1999. This is an increase of 7% in one year, and 77% over four years.

See Table 7 for 5 years of historical data, along with a comparison with some other universities.

F. Revenue sharing

A new formula will be used to distribute funds to schools, based on financial performance in the schools, relative to budget.

See Table 8 for the highlights of the revenue sharing policy.

G. Mount Vernon Campus

- Operating results

Mount Vernon experienced an operating deficit of \$4.2M in 1999. By 2002 it is predicted to be earning surpluses. The main factor in this financial improvement is a more than doubling of revenues, to over \$12M in 2002, upward to \$16M in 2004.

See Table 9 for 5 years of history and a 5-year projection.

- **Mount Vernon Debt**

Through 1999, \$25M in debt and endowment payout has been used to support Mt. Vernon. This figure includes the acquisition of the College as well as the annual operating deficits.

Table 9 also gives information about Mt. Vernon debt.

H. Financial performance (university only; excluding the Medical Center)

Over the last five years, the University has had operating surpluses ranging from \$1.3M to \$7.6M. Virtually all of the annual surpluses occurred in designated net assets (primarily gifts and endowment income). Continuing surpluses in designated net assets are projected going forward. The general net assets portion of the budget (those activities funded from tuition, fees and other unrestricted revenue) is balanced.

See Table 10, the statement of revenue and expenditures.

I. Northern Virginia Campus

Over the past five years, the campus has had annual deficits, including debt service, ranging from \$800,000 to \$1.5M.

See Table 11 for the statement of revenue and expenditures.

Table 1

The George Washington University Market Basket Schools
Full-time Equivalent Enrollments by Level, Fall 1995 to Fall 1999*
Total and Undergraduate

	1995	1996	1997	1998	1999	% Change
Total**						
American University	8440	8435	8397	8380	N/A	N/A
Boston University	25134	24977	N/A	N/A	N/A	N/A
Duke University	11200	0	11131	11299	N/A	N/A
Emory University	0	10125	10081	N/A	10374	N/A
George Washington University	14175	14000	14509	14518	15205	7%
Georgetown University	11519	11638	11534	11529	11554	0%
New York University	26749	N/A	N/A	N/A	N/A	N/A
Northwestern University	N/A	N/A	N/A	N/A	N/A	N/A
Southern Methodist University	7489	7697	7843	8072	8122	8%
Tufts University	7860	7965	8251	8405	8780	12%
Tulane University	9318	N/A	N/A	9775	9994	7%
University of Miami	12437	12472	12493	12379	12542	1%
University of Southern California	N/A	N/A	N/A	N/A	N/A	N/A
Vanderbilt University	9624	9815	9823	9633	N/A	N/A
Washington University	9371	9546	10191	N/A	10708	14%
Undergraduate						
American University	4659	4757	4757	4884	N/A	N/A
Boston University	14787	14764	N/A	N/A	N/A	N/A
Duke University	6166	N/A	6230	6216	N/A	N/A
Emory University	N/A	5887	5848	N/A	6108	N/A
George Washington University	6082	6300	6716	6915	7579	25%
Georgetown University	5912	5910	5760	5896	5988	1%
New York University	14502	***	N/A	N/A	N/A	N/A
Northwestern University	N/A	***	N/A	N/A	N/A	N/A
Southern Methodist University	4997	5049	5151	5251	5269	5%
Tufts University	4541	4516	4723	4765	4934	9%
Tulane University	5326	N/A	N/A	5844	6131	15%
University of Miami	7496	7707	7544	7661	7881	5%
University of Southern California	N/A	***	N/A	N/A	N/A	N/A
Vanderbilt University	5651	5754	5798	5627	N/A	N/A
Washington University	5002	5171	5259	N/A	5774	15%
Graduate						
American University	2372	2305	2235	2106	N/A	N/A
Boston University	6185	6165	N/A	N/A	N/A	N/A
Duke University	3358	N/A	3357	3336	N/A	N/A
Emory University	N/A	2637	2592	N/A	2677	N/A
George Washington University	5163	4895	5039	4949	5071	-2%
Georgetown University	2543	2581	2677	2672	2676	5%
New York University	9230	***	N/A	N/A	N/A	N/A
Northwestern University	N/A	***	N/A	N/A	N/A	N/A
Southern Methodist University	1378	1448	1504	1585	1495	8%
Tufts University	1645	1749	1820	1910	1961	19%
Tulane University	2278	N/A	N/A	2376	2272	0%
University of Miami	2674	2650	2559	2585	2626	-2%
University of Southern California	N/A	***	N/A	N/A	N/A	N/A
Vanderbilt University	2801	2882	2832	2793	N/A	N/A
Washington University	2951	2933	3492	N/A	3607	22%

Source: IPEDS Enrollment Data

Full-time Equivalent (FTE) formula: Full-time Headcount+(Part-time Headcount/3)

** Includes undergraduate, graduate, first professional and non-degree enrollments.

*** Non-degree enrollments could not be identified, therefore all students are included in degree-seeking enrollments.

Table 2
The George Washington University
Faculty Counts by School*

Regular Active Status Faculty**

School	1995	1996	1997	1998	1999	1995-1999 %Change
CSAS	336	343	347	360	371	10.4%
ESIA	28	31	34	36	37	32.1%
SBPM	107	110	111	116	121	13.1%
SEAS	75	76	74	71	71	-5.3%
GSEHD	52	60	60	64	66	26.9%
LAW	64	66	66	68	72	12.5%
SMHS	322	314	268	283	248	-23.0%
SPHHS	11	10	23	22	28	154.5%
UNIV	5	5	6	6	6	20.0%
Total	1,000	1,015	989	1,026	1,020	2.0%

**Limited
Service
Faculty*****

School	1995	1996	1997	1998	1999	1995-1999 %Change
CSAS	439	474	462	446	444	1.1%
ESIA	23	19	20	31	28	21.7%
SBPM	95	71	74	81	83	-12.6%
SEAS	96	96	72	75	94	-2.1%
GSEHD	58	48	55	36	54	-6.9%
LAW	132	121	110	98	94	-28.8%
SMHS	1,929	1,941	1,803	2,030	1,858	-3.7%
SPHHS	1	3	63	82	105	N/A
UNIV	0	1	2	2	1	N/A
Total	2,773	2,774	2,661	2,881	2,761	-0.4%

* Faculty counts as of Fall reporting date.

** Full-time faculty, excluding research, visiting and affiliated faculty.

*** Part-time faculty and all visiting faculty.

Institutional Research 4/19/00

g:/ir/ftemb_99.xls [faculty!A1...H41]

Table 3: DEBT OUTSTANDING

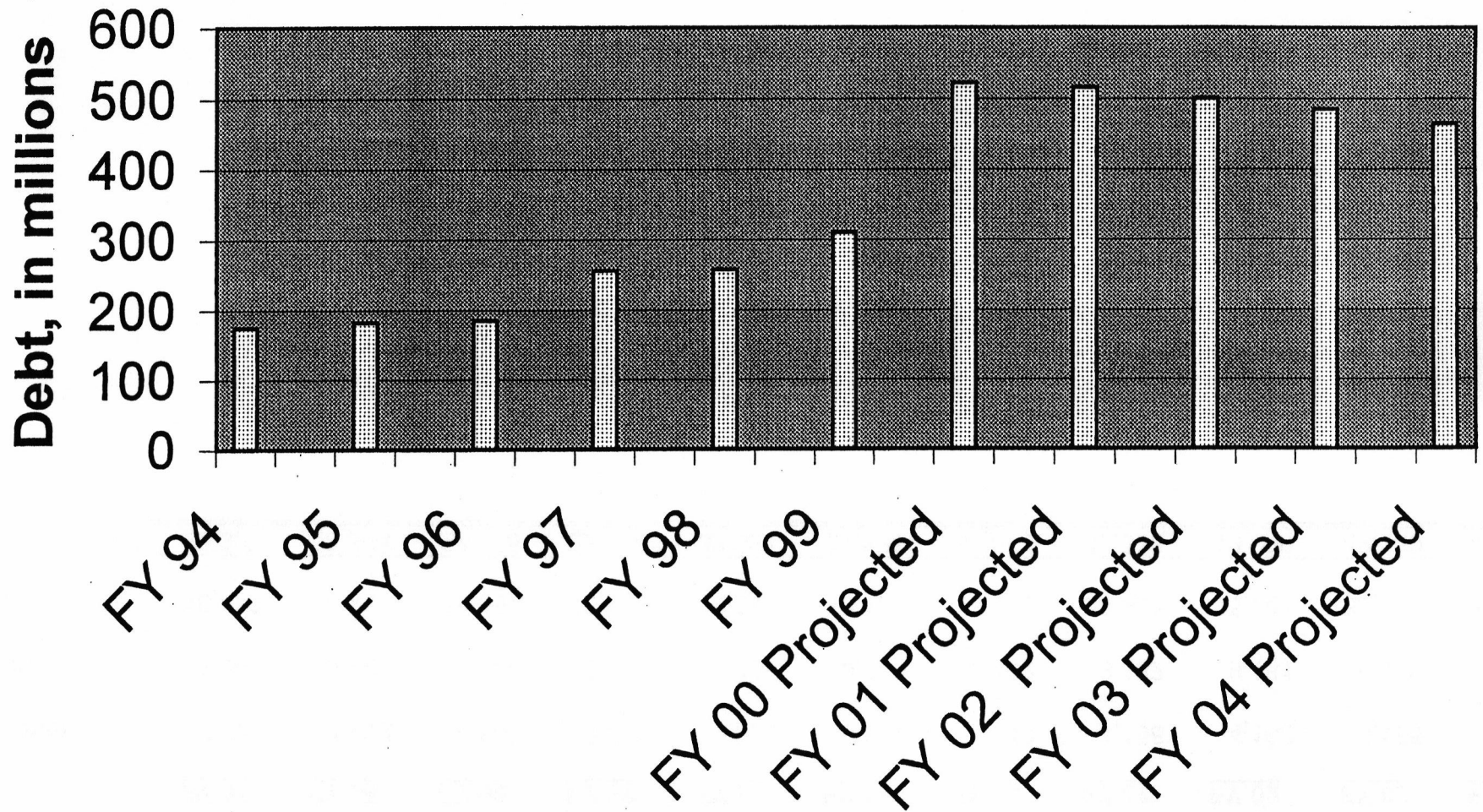


Table 4: Debt Service FY94-04
\$ in (000)'s

	Debt Service										
	<u>Actual FY 94</u>	<u>Actual FY 95</u>	<u>Actual FY 96</u>	<u>Actual FY 97</u>	<u>Actual FY 98</u>	<u>Actual FY 99</u>	<u>Forecast FY 00</u>	<u>Budget FY 01</u>	<u>Budget FY 02</u>	<u>Budget FY 03</u>	<u>Budget FY 04</u>
Medical Center	4,038	4,422	4,607	5,551	4,035	3,902	3,748	4,158	4,162	4,155	4,224
Endowment	1,540	3,428	3,574	2,914	8,768	9,143	9,152	9,182	9,181	9,179	9,046
Unlversity	16,819	15,454	19,054	13,933	19,218	18,151	18,171	33,998	35,747	35,786	32,853
Total	22,397	23,304	27,235	22,398	32,021	31,196	31,071	47,338	49,090	49,120	46,123

Table 5
PROPOSED FY01 FIVE-YEAR CAPITAL BUDGET
MAJOR DEVELOPMENT CAPITAL PROJECTS
\$(000)'S
(EXCLUDING THE MEDICAL CENTER)

Major Development Projects

Building	Description	Forecast FY00	FY01	FY02	FY03	FY04	Total FY00-04	Total Completion
(a) New Building	Law School 20th & H Streets	\$0	\$0	\$0	\$3,000	\$20,000	\$23,000	\$40,000
West End	Renovation of West End	0	500	1,000	3,200	0	4,700	4,700
(a) New Building	SBPM - Square 56	200	200	8,000	14,800	6,800	30,000	30,000
2003 G Street	Law School Addition, Expansion & Stuart Backfill	2,000	5,000	2,000	1,000	0	10,000	10,000
Mount Vernon College	Somers Residence Hall Expansion	1,200	6,700	1,000	0	0	8,900	8,900
Mount Vernon College	Athletic Facilities	1,000	8,000	1,000	0	0	10,000	10,000
New Building	Elliott School & Student Housing	6,000	20,000	26,000	11,000	0	62,000	62,000
New Building	Media & Public Affairs	14,700	16,179	2,121	0	0	33,000	33,000
Parking Garage	University Parking Garage Extension	5,150	750	0	0	0	5,900	5,900
Marvin Center	Renovation and Expansion	12,500	13,500	0	0	0	26,000	26,000
New Building	Health and Wellness Center	16,000	21,000	0	0	0	37,000	37,000
New Building	Engineering Building	0	0	0	0	0	0	25,000
New Building	Science Building	0	0	0	0	0	0	45,000
(b) Virginia Campus	NTSB Building	100	14,100	0	0	0	14,200	14,200
(a) Virginia Campus	New Academic Building	0	0	0	0	7,000	7,000	15,000
Total Major Development Projects		\$57,850	\$105,929	\$41,121	\$33,000	\$33,800	\$271,700	\$366,700

- (a) Pending results of fundraising efforts.
(b) Pending Government Funding.

ITALICS = NEW PROJECTS

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Table 6

Technology Initiative
\$000

	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>Total</u>
Funding:						
Existing Funds	\$9,410	\$9,730	\$9,750	\$9,750	\$9,850	\$48,490
Technology Initiative (Operating Funds) (a)	\$3,500	\$4,500	\$6,500	\$8,500	\$9,500	\$32,500
Technology Initiative (Endowment Funds)	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500
Other Revenue Increases	\$990	\$1,440	\$1,780	\$1,980	\$2,280	\$8,470
Y2K	<u>\$5,600</u>	<u>\$1,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,600</u>
Total Funding	\$23,000	\$20,170	\$21,530	\$23,730	\$25,130	\$113,560
Expenditures:						
Administrative Systems (c)	\$17,632	\$18,855	\$13,480	\$11,145	\$10,810	\$71,922
Web Development	\$1,350	\$1,550	\$1,620	\$1,690	\$1,600	\$7,810
Data Network	\$10,610	\$6,820	\$5,950	\$5,650	\$5,040	\$34,070
Academic Tech Support/Administration (b)	\$5,160	\$5,470	\$5,540	\$5,590	\$5,680	\$27,440
Y2K	<u>\$5,600</u>	<u>\$1,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,600</u>
Total Expenses	\$40,352	\$33,695	\$26,590	\$24,075	\$23,130	\$147,842
Less Depreciation Expense	(\$1,402)	(\$2,715)	(\$3,380)	(\$3,600)	(\$3,530)	(\$14,627)
Total Cash Expenditures	\$38,950	\$30,980	\$23,210	\$20,475 (d)	\$19,600	\$133,215
Annual Cash Deficit	(\$15,950)	(\$10,810)	(\$1,680)	\$3,255	\$5,530	(\$19,655)
Debt Service (interest only)	\$263	\$1,307	\$1,806	\$1,816	\$1,616	\$6,808

(a) The \$1 million annual increase through FY02 is the result of the two-tiered tuition and fee structure that took effect in FY99.

(b) Includes CIRC and the Office of the Chief Information Officer.

(c) Includes additional funds of \$ 1 million in FY01, \$2 million in FY02, and \$3 million in FY03-04 per FY00 approved five year plan.

(d) By FY02 technology cash expenditures drop to \$20.5 million in order to offset cash shortfalls from prior years.

Table 7
PRIVATE INSTITUTIONS RANKED BY ENDOWMENT MARKET VALUE

Rank	Institution	FY 1995 Endowment Market Value (\$000s)	FY 1996 Endowment Market Value (\$000s)	FY 1997 Endowment Market Value (\$000s)	FY 1998 Endowment Market Value (\$000s)	FY 1999 Endowment Market Value (\$000s)
1	Yale University			5,742,000	6,624,449	7,197,900
2	Princeton University			4,940,900	5,582,800	6,469,200
3	Emory University	2,232,188	3,013,112	4,273,543	5,104,801	4,475,755
4	Washington University	2,060,963	2,305,686	2,798,221	3,445,743	3,761,686
5	Columbia University			3,038,907	3,425,992	3,636,621
6	University of Pennsylvania			2,535,312	3,059,401	3,281,342
7	Cornell University			2,125,070	2,527,871	2,869,103
8	University of Chicago			2,031,131	2,359,358	2,762,686
9	Northwestern University	1,437,000	1,763,000	1,798,900	2,397,715	2,634,850
10	Vanderbilt University	N/A	N/A	1,339,788	1,539,242	1,831,766
11	Duke University	782,093	966,669	1,134,290	1,359,992	1,678,728
12	University of Southern California	883,798	1,022,339	1,204,672	1,432,786	1,589,833
13	Johns Hopkins University			1,156,598	1,373,155	1,520,793
14	Brown University			949,574	1,111,760	1,181,514
15	University of Rochester			947,648	1,069,641	1,119,027
16	New York University	741,062	793,085	853,838	950,900	1,035,900
17	Williams College			617,415	724,354	923,243
18	Boston College			663,500	784,500	908,000
19	Wellesley College			691,088	780,872	887,489
20	Smith College			683,424	793,214	884,782
21	Southern Methodist University	482,981	562,838	645,542	770,681	790,065
22	Carnegie Mellon University			592,150	653,919	719,320
23	Georgetown University	413,264	444,872	N/A	624,980	684,193
24	Lehigh University			513,403	611,498	675,595
25	GEORGE WASHINGTON UNIVERSITY	369,487	462,738	534,306	609,387	652,269
26	Boston University	380,974	433,717	484,728	560,661	652,161
27	Amherst College			482,424	539,800	634,517
28	Tulane University	333,168	370,723	446,355	502,948	548,305
29	Wesleyan University			433,720	484,654	530,323
30	Oberlin College			386,328	434,855	508,490
31	Tufts University	247,191	289,705	358,140	441,792	464,107
32	University of Miami	264,928	310,481	347,702	417,809	428,571
33	Bowdoin College			337,942	373,300	406,853
34	Bucknell University			266,954	339,380	392,372
35	Colgate University			285,223	343,836	383,018
36	Hamilton College			260,392	306,222	355,726
37	Mount Holyoke College			297,869	327,124	355,473
38	Denison University			237,471	314,814	355,116
39	Brandeis University			264,399	321,001	355,012
40	Haverford College			211,715	240,388	269,290
41	American University	38,896	71,000	82,815	105,466	133,054

@ Based on annual NACUBO survey. Ranked in descending order based on FY 99 results. This group of institutions is used annually in evaluating the impact of proposed tuition and fee increases. Market Basket schools are shown in bold.

Table 8

Revenue Sharing

- Background
 - Seventy percent of university's budget comes from net tuition and fee revenue.
 - Current revenue sharing ignores schools' performances against revenue and expense budgets; no set of rewards for achieving targets.
- New formula for revenue sharing
 - Rewards meeting or exceeding budget
 - Budget for FY01: \$1.136 M.
 - Two distributions
 - First, not to exceed 50%, earned by achieving budget margin
 - Second, not to exceed 50%, distributed based on performance exceeding budgeted margin
 - Phase-in
 - In FY01: 1/3 of \$1.136M on formula; balance is distributed at discretion of the Vice President of Academic Affairs
 - In FY02: 2/3 of \$1.136M; balance is distributed at discretion of the Vice President of Academic Affairs
 - In FY03: 100% based on formula
- Components of revenue and expenditures
 - *Not* law school or Virginia campus
 - Revenues from both on and off campus programs
 - Direct expenses in schools' operating budgets
 - "Margin" = revenues - expenses

Table 9
MOUNT VERNON COLLEGE OPERATING RESULTS (1)
(In thousands)

	1996	Final 1997 (2)	1998	1999	2000	2001	Estimated 2002	2003	2004
Revenues	9,418	7,367	7,072	5,172	7,678	10,036	12,764	15,811	16,236
Operating Expenses	13,084	11,716	10,356	7,980	9,465	9,631	9,845	9,959	10,068
Capital Expenditures		406	1,566	1,406	1,500	1,000	550	1,000	1,000
Operating Surplus/(Deficit)	(3,666)	(4,755)	(4,850)	(4,214)	(3,287)	(595)	2,369	4,852	5,168
Adjustments:									
Plus Endowment Payout (3)		3,275	3,430	3,629	3,964	4,080	4,214	4,435	4,545
Less Retirement of Debt (4)					1,117	3,056	3,306	3,525	3,774
Adjusted Surplus/(Deficit) (5)	(3,666)	(1,480)	(1,420)	(585)	(440)	429	3,277	5,762	5,939

(1) Figures for 1996 through 1999 are based on final results. Remaining figures reflect budget estimates. Tuition revenue for these estimates reflect revenue from students admitted to programs offered at the Mount Vernon campus, regardless of where students take classes. None of the estimates reflect revenue, expenses, or debt associated with the following major development projects that are included in the 2000 capital budget proposal:

- \$10 million for renovation of athletic facilities
- \$8.9 million for expansion of residence hall (Somers)

(2) In 1997 the College incurred an additional \$1.5 million in one-time expenses associated with its affiliation with The George Washington University.

(3) The acquisition of the College was funded through debt. The College's operating deficits and its capital expenditures have been funded through a combination of endowment payout and additional debt. Through FY 99, \$25.1 million in debt and endowment payout has been used to support the campus.

(4) The College's outstanding debt will be retired beginning in 2000. Following is the actual/estimated outstanding debt at the end of each year. These figures do not include \$15.9 million in debt associated with two major development projects (see Note 1).

	1997	1998	1999	2000	2001	2002	2003	2004
Outstanding Debt	11,588	12,258	14,778	13,661	10,605	7,299	3,774	0

(5) Beginning in 2001, the campus will produce a surplus (after debt retirement) that will be available to support the University's operating budget.

Table 10: THE GEORGE WASHINGTON UNIVERSITY
Office of the Vice President and Treasurer

	UNIVERSITY REVENUE & EXPENSES BY FUNCTION									
	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04
REVENUE										
Net Tuition and Fee Revenue	\$173,160	\$180,216	\$188,339	\$203,390	\$209,581	\$225,730	\$238,604	\$253,407	\$265,936	\$279,946
Grants and Contracts										
Program Funds	29,459	30,773	34,378	40,771	43,805	44,910	46,706	48,575	50,518	52,538
Indirect Cost Recoveries	3,611	3,730	4,289	4,689	4,378	4,424	4,601	4,785	4,976	5,175
Total Grants & Contracts	33,070	34,503	38,667	45,460	48,183	49,334	51,307	53,360	55,494	57,713
Contributions	3,615	5,313	7,004	11,053	8,244	9,881	10,383	10,762	11,155	11,564
Auxiliary Enterprises	37,655	39,464	46,121	51,129	52,560	61,104	63,016	63,914	66,604	67,790
Other	7,366	8,160	7,471	9,596	12,791	12,487	13,229	14,409	14,597	14,793
Endowment Support	14,544	15,086	21,064	21,156	28,083	30,160	31,810	32,727	33,565	34,428
TOTAL REVENUE	269,410	282,742	308,666	341,784	359,442	388,696	408,349	428,579	447,351	466,234
EXPENSES										
Academic										
Instruction	120,968	124,850	132,695	138,660	143,734	153,213	157,525	165,154	172,530	181,411
Libraries	10,406	10,600	11,609	12,100	13,280	13,843	14,539	15,091	15,622	16,170
Research	27,173	28,679	32,410	39,624	38,293	39,793	41,384	43,040	44,761	46,552
Total Academic	158,547	164,129	176,714	190,384	195,307	206,849	213,448	223,285	232,913	244,133
Student Support										
Student Services	14,916	15,723	16,548	18,128	19,745	18,469	20,272	20,568	20,986	21,413
Other	6,503	7,045	7,435	7,930	8,916	7,924	8,402	9,831	10,026	10,224
Total Student Support	21,419	22,768	23,983	26,058	28,661	26,393	28,674	30,399	31,012	31,637
Auxiliary Enterprises	25,129	26,945	32,627	32,602	34,137	39,318	40,256	41,608	44,624	46,143
Technology	5,733	6,330	7,635	11,111	20,754	23,247	24,279	24,436	24,350	25,416
General Operations										
Administration & General	26,653	27,620	30,023	29,277	32,939	35,716	36,531	37,437	38,291	39,732
Maintenance & Operation of Plant	16,266	17,684	17,931	18,136	19,787	21,582	22,917	24,174	25,689	26,567
Total General Operations	42,919	45,304	47,954	47,413	52,726	57,298	59,448	61,611	63,980	66,299
Bad Debt	473	1,505	2,293	3,204	3,648	3,523	3,705	4,055	4,329	4,719
Debt Service	14,527	15,886	14,591	16,719	18,880	24,002	33,671	35,408	36,040	35,485
Capital & Other	8,751	7,719	9,048	11,409	5,315	11,580	3,876	6,661	8,859	11,024
TOTAL EXPENSES	277,498	290,588	314,845	338,901	359,428	392,210	407,357	427,463	446,107	464,856
Less: Medical Center Allocation	(9,396)	(9,300)	(8,901)	(4,681)	(4,646)	(7,787)	(4,700)	(4,700)	(4,700)	(4,700)
EXPENSES AFTER ALLOCATIONS	268,102	281,288	305,944	334,220	354,782	384,423	402,657	422,763	441,407	460,156
BUDGET RESERVES	-	-	-	-	-	1,300	2,600	2,600	2,600	2,600
INCREASE IN GENERAL NET ASSETS	250	316	245	292	335	-	-	-	-	-
INCREASE IN DESIGNATED NET ASSETS	1,058	1,138	2,477	7,272	4,325	2,973	3,092	3,216	3,344	3,478
TOTAL INCREASE IN NET ASSETS	\$ 1,308	\$ 1,454	\$ 2,722	\$ 7,564	\$ 4,660	\$ 2,973	\$ 3,092	\$ 3,216	\$ 3,344	\$ 3,478

FY95 - FY98 exclude Mount Vernon

TABLE 11

VIRGINIA CAMPUS

INCOME STATEMENTS

(in thousands)	1995	1996	1997	1998	1999	% Increase 1995-1999
REVENUE						
Degree Programs:						
EMIS/MIS-SBPM	\$ 694	\$ 801	\$ 865	\$ 960	\$ 1,195	
EMBA-SBPM	1,443	1,609	1,694	1,774	1,707	
SEAS	1,618	2,001	2,925	1,970	2,006	
GSEHD	1,126	1,042	1,198	1,028	1,475	
Non-Credit Programs:	918	924	667	841	1,173	
Program Revenue	<u>5,799</u>	<u>6,377</u>	<u>7,349</u>	<u>6,573</u>	<u>7,556</u>	
Research and Gift Revenue (a)	<u>1,966</u>	<u>2,883</u>	<u>4,036</u>	<u>3,730</u>	<u>3,187</u>	
TOTAL REVENUE	<u>7,765</u>	<u>9,260</u>	<u>11,385</u>	<u>10,303 (b)</u>	<u>10,743</u>	38.4%
EXPENSES						
Degree Programs:						
EMIS/MIS-SBPM	450	512	609	705	729	
EMBA-SBPM	1,123	1,203	1,474	1,316	1,436	
SEAS	1,340	1,412	1,868	1,757	1,460	
GSEHD	928	748	856	888	1,110	
Physics	18	17	25	32	24	
Revenue Sharing		80	101	98		
Non-Credit Programs:	561	740	809	898	883	
Program Expenses	<u>4,420</u>	<u>4,712</u>	<u>5,742</u>	<u>5,694</u>	<u>5,642</u>	
General Administration:						
Administration	482	741	774	1,142	1,190	
Library	309	370	399	376	434	
Physical Plant	381	405	408	312	256	
Marketing	220	249	239	273	308	
Total General Administration	<u>1,392</u>	<u>1,765</u>	<u>1,820</u>	<u>2,103</u>	<u>2,188</u>	
Direct Research Expenses	<u>1,548</u>	<u>2,271</u>	<u>3,178</u>	<u>2,609</u>	<u>2,527</u>	
Classroom Buildout	<u>204</u>					
TOTAL PROGRAM & RESEARCH EXPENSES	<u>7,564</u>	<u>8,748</u>	<u>10,740</u>	<u>10,406</u>	<u>10,357</u>	36.9%
PROGRAM & RESEARCH SURPLUS/(DEFICIT)	<u>201</u>	<u>512</u>	<u>644</u>	<u>(103)</u>	<u>386</u>	92.0%
Debt Service	<u>1,142</u>	<u>1,427</u>	<u>1,427</u>	<u>1,427</u>	<u>1,427</u>	
TOTAL SURPLUS/(DEFICIT) (c)	<u>(941)</u>	<u>(915)</u>	<u>(783)</u>	<u>(1,530)</u>	<u>(1,041)</u>	10.6%

(a) Includes indirect cost recoveries. Unlike other on or off campus activities, the Virginia Campus' indirect cost recoveries are used as a funding source for the Campus' program expenditures.

(b) The \$1 million decrease in revenue in 1998 was largely due to a drop in SEAS enrollment (one less cohort in the Telecommunications program and lower open enrollment).

(c) The deficit for the campus is funded from the operating budget.

DEBT OUTSTANDING

(in thousands)	1995	1996	1997	1998	1999
Debt Outstanding	\$ 18,000	\$ 17,715	\$ 17,514	\$ 17,100	\$ 16,765

REPORT OF THE EXECUTIVE COMMITTEE

September 8, 2000

Professor John G. Boswell, Chair

1. GRIEVANCES

As reported to you at the May 5th meeting, the Executive Committee appointed Professor Charles Craver as Special Mediator in a grievance from the School of Business and Public Management. Professor Craver has reported that the grievance has been resolved and that the grievance has been withdrawn by the grievant.

During the summer, three separate grievances were received by the Executive Committee, all from the School of Medicine and Health Sciences. The Executive Committee, having completed its informal consultative role in each of these cases without achieving resolution, has appointed Professor Carol L. Izumi, as Special Mediator, in two of these cases; appointment of a Special Mediator in the third case is pending.

2. NONCONCURRENCES

Three nonconcurrences were received by the Executive Committee during the spring: one from the School of Engineering and Applied Science, one from Columbian School of Arts and Sciences, and one from the School of Medicine and Health Sciences. A review of the cases from SEAS and CSAS has been completed, and a review of the case from SMHS is pending.

3. FACULTY ASSEMBLY MEETING

The Faculty Assembly will meet Tuesday, October 3, 2000, from 3:00-5:00 p.m. in the Marvin Center, Room 307. Please urge your colleagues to attend. In addition to the introduction of new faculty, there will be presentations by President Trachtenberg, Vice President Lehman, and a report of the Faculty Senate.

4. OTHER SENATE MATTERS

The Executive Committee has appointed Professor Carol H. Hoare and Professor Jozef H. Przytycki, members of the Senate Research Committee, to the Advisory Council on Research; the administration has appointed

Professor John L. Glascock and Professor James E. Starrs, members of the Advisory Council, to the Senate Research Committee.

5. ANNUAL REPORTS - 1999-2000 SESSION

The Chairs of Senate Standing Committees for the 1999-00 Session who have not yet submitted Annual Reports of their respective Committees are asked to do so for distribution with the minutes of today's meeting.

6. ANNOUNCEMENTS

An updated membership list of Senate Standing Committees will be distributed with the minutes of the September meeting. This list will reflect any changes in the membership since May, 2000.

The next meeting of the Executive Committee is Friday, September 22nd, to set the agenda for the October 13th meeting. Any items of business for the Senate agenda should be received by the Executive Committee before September 22nd.

[updated 9/00]

FACULTY SENATE COMMITTEES
2000-01 Session

STANDING COMMITTEE CHAIRS*
2000-2001

EXEC. CTE.
LIAISON

- | | | |
|-----|--|------------|
| 1. | ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY
Acting Chair: Professor Christopher W. Sten | Gallo |
| 2. | ADMISSIONS POLICY, STUDENT FINANCIAL AID, AND ENROLLMENT MANAGEMENT
Chair: Professor Michael Moses | Divita |
| 3. | APPOINTMENT, SALARY, AND PROMOTION POLICIES
Chair: Professor Robert Park | Boswell |
| 4. | ATHLETICS AND RECREATION
Chair: Professor Bernard M. Mergen | Pelzman |
| 5. | EDUCATIONAL POLICY
Chair: Professor Paul B. Duff | Wilmarth |
| 6. | FACULTY DEVELOPMENT AND SUPPORT
Chair: Professor James F. Cawley | Captain |
| 7. | FISCAL PLANNING AND BUDGETING
Chair: Professor William B. Griffith | Pelzman |
| 8. | HONORS AND ACADEMIC CONVOCATIONS
Chair: Professor Michael S. Castleberry | Harrington |
| 9. | LIBRARIES
Chair: Professor Frederick Lindahl | Wilmarth |
| 10. | PHYSICAL FACILITIES
Chair: Professor Mona Zaghloul | Divita |
| 11. | PROFESSIONAL ETHICS AND ACADEMIC FREEDOM
Chair: Professors Robert Harrington (Fall), Lilien F. Robinson (Spring) | Harrington |
| 12. | RESEARCH
Chair: Professor Carol H. Hoare | Gallo |
| 13. | UNIVERSITY AND URBAN AFFAIRS
Acting Chair: Professor Kathleen Steeves | Captain |
| 14. | JOINT COMMITTEE OF FACULTY AND STUDENTS
Co-Chair, Professor David W. McAleavey | Boswell |

*Member of the Senate

MEMBERS OF THE FACULTY SENATE COMMITTEES

2000-01 Session

Executive Committee

2134 G St., #201	John G. Boswell (GSEHD), Chair	4-7117
Phillips T-514	Yvonne Captain (CSAS)	4-7078
LisH 135H	Salvatore Divita (SBPM)	4-6203
Ross 538	Linda L. Gallo (SMHS)	4-3531
Phillips T-609	Robert J. Harrington (SEAS)	4-3158
Funger 632	Joseph Pelzman (ESIA)	4-7108
Llibr. B303C	Arthur E. Wilmarth, Jr. (GWLS)	4-6386
Rice, 8 th Floor	Stephen J. Trachtenberg, President (ex officio)	4-6500

ADMINISTRATIVE MATTERS AS THEY AFFECT THE FACULTY

Acting Chair: Sten, Christopher W., English
 Edwards, Maureen, Pediatrics
 Koering, Marilyn, Anatomy
 Rau, Pradeep, Marketing
 Schreiber, Evelyn, English
 Westerman, Beverly J., Exercise Science

ex officio:

*Gallo, Linda L., Executive Committee Liaison
 Katz, Louis H., Vice President and Treasurer
 Marshall, Barbara, Director, Faculty Personnel
 Williams, John F., Dean, Medical School and Health Sciences

ADMISSIONS POLICY, STUDENT FINANCIAL AID, AND ENROLLMENT MANAGEMENT

*Chair: Moses, Michael, Mathematics
 Geranios, John W., Strategic Management & Public Policy
 Huve, Gerard, Romance Languages and Literatures
 Mazur, Amy, Teacher Preparation and Special Education
 Paup, Donald, Exercise Science
 Shreiber, Evelyn, English
 Torres, Vasti, Educational Leadership

ex officio:

Beil, Cheryl, Director of Academic Planning and Assessment
 Chernak, Robert A., Vice President for Student and Academic Support Services
 *Divita, Salvatore, Executive Committee Liaison
 Lehman, Donald R., Vice President for Academic Affairs
 Napper, Kathryn, Director of Admissions
 Rypkema, Geri, Director, Fellowship and Graduate Student Support
 Selinsky, Brian P., Registrar
 Small, Daniel, Director of Student Financial Assistance
 Williams, Kristin, Director, Graduate Enrollment Support Services

*Member of the Senate

APPOINTMENT, SALARY, AND PROMOTION POLICIES, (INCLUDING FRINGE BENEFITS)

***Chair:** Park, Robert E., Law

Bjelajac, David, Art History

Galston, Miriam, Law

Hill, Peter P., Emeritus, History

Kirsch, Arthur, Emeritus, Statistics

Liebrenz-Himes, Marilyn, Marketing

Ludlow, Gregory, Romance Languages and Literatures

Murphree, E.L., Engineering Management

Schwartz, Arnold, Pathology

Tuazon, Carmelita, Medicine

Yeide, Harry, Religion

West, Lynda L., Teacher Preparation and Special Education

Wirtz, Philip W., Management Science

ex officio:

***Boswell,** John G., Executive Committee Liaison

Kaplan, Susan, Associate Vice President for Human Resources

Katz, Louis H., Vice President and Treasurer

Lehman, Donald R., Vice President for Academic Affairs

Sarkani, Shahram, Associate Dean, SEAS

Stewart, Andrea W., Director, Gelman Library Administration

ATHLETICS AND RECREATION

***Chair:** Mergen, Bernard M., American Studies

Dew, Donald W., Counseling

Lanthier, Richard, Counseling

McHugh, Patrick, Management Science

Rowley, David A., Chemistry

Sullivan, Patricia, Exercise Science

Toftoy, Charles, Management Science

ex officio:

Caress, Edward A., Executive Associate Dean, CSAS

Chernak, Robert A., Vice President for Student and Academic Support Services

Jones, Aubre, Director of Recreational Sports and Fitness Services

Kvancz, Jack, Director of Athletics and Recreation

***Pelzman,** Joseph, Executive Committee Liaison

Warner, Mary Jo, Senior Associate Director of Athletics and Recreation

Young, Michael K., Dean, Law

***Member of the Senate**

EDUCATIONAL POLICY

***Chair:** Duff, Paul B., Religion
Churchill, Paul, Philosophy
Dasgupta, Subhasish, Management Science
Galston, Miriam, Law
McGraw, Stephen, Health Care Sciences
Turley, Catherine, Health Care Sciences
Youens, Laura, Music

ex officio:

Beil, Cheryl, Director, Academic Planning and Assessment
Bezanson, Debbie, Acting AUL for Public Services, Gelman Library
Chernak, Robert A., Vice President for Student and Academic Support Services
Futrell, Mary H., Dean, GSEHD
Lehman, Donald R., Vice President for Academic Affairs
Napper, Kathryn, Director of Admissions
Selinsky, Brian P., Registrar
Sigelman, Carol, Associate Vice President for Research and Graduate Studies
Small, Daniel, Director of Student Financial Assistance
Stebelman, Scott, Research Librarian, Gelman Library
***Wilmarth, Arthur E., Jr., Executive Committee Liaison**

FACULTY DEVELOPMENT AND SUPPORT

***Chair:** Cawley, James F., Prevention and Community Health
Edwards, Maureen, Pediatrics
Erickson, Chris, Counseling
Freund, Maxine, Teacher Preparation and Special Education
Harizanov, Valentina, Mathematics
McGraw, Stephen, Health Care Sciences
Smith, Ginger, Tourism & Hospitality Management

ex officio:

***Captain, Yvonne, Executive Committee Liaison**
Houck, Janice, Acting EIG Coordinator, Gelman Library
Jackson, Rebecca, Gelman Library
Linebaugh, Craig, Associate Vice President for Academic Planning and Special Projects
Rogers, Thomas A., Jr., Director, Human Resources Services

***Member of the Senate**

FISCAL PLANNING AND BUDGETING

***Chair: William B. Griffith, Philosophy**

Ahlgren, James D., Medicine

Cherian, Edward J., Management Science

Karcher, D., Pathology

Kwoka, John, Economics

Lang, Roger, Engineering

Smith, Keith, Accountancy

Umpleby, Stuart, Management Science

Waters, Robert C., Engineering Management

ex officio:

Bass, Gerald H., Associate V.P. for Health Economics, Medical Center

Beard, Sheila, Assistant Vice President for Budget

Boselovic, Don, Associate Vice President for Finance

Chernak, Robert A., Vice President for Student and Academic Support Services

Harding, Harry, Dean, Elliott School of International Affairs

Katz, Louis H., Vice President and Treasurer

Lehman, Donald R., Vice President for Academic Affairs

***Pelzman, Joseph, Executive Committee Liaison**

Siggins, Jack, University Librarian

Whitaker, Roger, Associate Vice President for Academic Development and Continuing Education

HONORS AND ACADEMIC CONVOCATIONS

***Chair: Castleberry, Michael S., Special Education**

Regnell, Joan, Speech and Hearing

Sullivan, Patricia, Exercise Science

Wade, Alan, Theatre/Dance

ex officio:

Anderson, G. David, University Archivist, Gelman Library

Freedman, Michael, Vice President for Communications

***Harrington, Robert J., Executive Committee Liaison**

Hiscock, Joshua, Student Liaison

Holland, Sandy H., University Relations

Kasle, Jill F., University Marshal

Lehman, Donald R., Vice President for Academic Affairs

Selinsky, Brian P., Registrar

LIBRARIES

*Chair: Lindahl, Frederick, Accountancy
Cook, Patrick, English
Doroslovacki, Milos, Engineeringm
Kennedy, Robert E., History
Packer, Randall, Biological Sciences
Lowe, John, Geography
Toftoy, Charles, Management Science
Youens, Laura, Music

ex officio:

Bader, Shelley A., Director, Medical Library
Boal, Alan, Student Liaison
Lehman, Donald R., Vice President for Academic Affairs
Pagel, Scott B., Librarian, Law Library
Siggins, Jack, University Librarian
Sterling, Christopher, Associate Dean for Graduate Studies, CSAS
*Wilmarth, Arthur E., Jr., Executive Committee Liaison

PHYSICAL FACILITIES

*Chair: Zaghloul, Mona, Engineering
*Divita, Salvatore, Marketing
Junghenn, Hugo, Mathematics
LaLacheur, Susan, Health Care Sciences
Lipscomb, Diana, Biological Sciences
Schlagel, Richard, Philosophy
Sabelli, Bradley, Theatre/Dance
Ullman, Daniel, Mathematics

ex officio:

*Divita, Salvatore, Executive Committee Liaison
Katz, Louis H., Vice President and Treasurer
Linebaugh, Craig, Associate Vice President for Academic Planning and Special Projects
Eusebe, Ingrid, Manager, Fiscal Operations and Chair, Space Committee, Gelman Library
Schauss, John A., Deputy Treasurer

*Member of the Senate

PROFESSIONAL ETHICS AND ACADEMIC FREEDOM

***Chair: Harrington, Robert J., Engineering (Fall-'00)**

***Robinson, Lilien F., Fine Arts and Art History (Spring-'01)**

Darr, Kurt, Health Sciences Management and Policy

Goodenough, David, Radiology

Jabbour, George, Finance

Johnson, Diana, Biological Sciences

***Johnston, Gerald P., Law**

Kahn, Walter K., Engineering

Robinson, David, Law

***Robinson, Lilien F., Fine Arts and Art History**

***Simon, Gary, Medicine**

ex officio:

Lefton, Lester A., Dean, Columbian School

Linebaugh, Craig, Associate Vice President for Academic Planning and Special Projects

***Harrington, Robert J., Executive Committee Liaison**

Pankin, Mary Faith, Librarian, Collection Management Services

Young, Michael K., Dean, Law

RESEARCH

***Chair: Hoare, Carol H., Human Development**

Berman, Barry L., Physics

Bonin, Joseph E., Mathematics

Eom, Kie, Engineering

Erickson, Chris, Counseling

Gastwirth, Joseph, Statistics

+Glascok, John, Finance

Goldberg, Caren, Management Science

Myklebust, Barbara, Health Care Sciences

Przytcki, Josef, Mathematics

+Starrs, James E., Law

Tuazon, Carmelita, Medicine

ex officio:

Barthell, Dan, Gelman Library

***Gallo, Linda L., Executive Committee Liaison**

Ladisch, Stephan, Director, GWU Institute of Biomedical Sciences

Tong, Timothy W., Dean, SEAS

Sigelman, Carol, Associate Vice President for Research and Grad. Studies

+Representatives from Advisory Council on Research

***Member of the Senate**

UNIVERSITY AND URBAN AFFAIRS

Acting Chair: Steeves, Kathleen, Teacher Preparation and Special Education

Carruth, Reba, Strategic Management & Public Policy

Jones, Susan, Clinical Law

Mazur, Amy, Teacher Preparation and Special Education

Mello, Jeffrey A., Management Science

Nashman, Honey, Sociology

ex officio:

Betts, Keith, Executive Director, Alumni Relations

Cannaday, Rob, Counselor, Multicultural Student Services

*Captain, Yvonne, Executive Committee Liaison

Demczuk, Bernard, Assistant V.P. for District of Columbia Affairs

Enriquez, Christine, GW Health Plan

Henderson, Francine, Head, Special Collections, Gelman Library

Katz, Louis H., Vice President and Treasurer

Matsumoto, Amiko, Director, Office of Community Service

Robinson, Sammie, Associate Director, Undergraduate Admissions

Phillips, Susan M., Dean, School of Business and Public Management

Willis, Ronald, Assistant Vice President for Congressional, Federal and State Relations

The following Committee is not a Standing Committee of the Faculty Senate, but is listed for your information:

JOINT COMMITTEE OF FACULTY AND STUDENTS

Faculty Members:

*Co-Chair, McAleavey, David W., English
Beck, Sylven, Teacher Preparation and Special Education
Kazmi, Salman O., Urology
Pardavi-Horvath, Martha, Engineering
Torres, Vasti, Educational Leadership
Ullman, Daniel, Mathematics
Yeide, Harry, Religion

ex officio:

Beaulieu, Adrian, Director of International Programs, ESIA
Beil, Cheryl, Director of Academic Planning and Assessment
*Boswell, John, G., Executive Committee Liaison
Chernak, Robert A., Vice President for Student and Academic Support Services
Clayton, La Nina, Public Services Librarian, Special Collections, Gelman Library
Donnels, Linda, Dean of Students
Gargano, Michael, Assistant Vice President for Student and Academic Support Services
Lefton, Lester A., Dean, Columbian School
Wilson, Robert J., Assistant Director, Education Services, University Counseling Center
Wooldridge, Annie B., Assistant Vice President

Student Members:

*Bondi, Joseph (Co-Chair)
Kaczynski, Kristin-Marie
Meisner, Phillip H.
Villaruz, Darrel
Williams, Rochelle
(2 additional members to be elected)

ex officio:

(to be elected)

*Member of the Senate

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

August 28, 2000

The Faculty Senate will meet on Friday, September 8, 2000, at 2:10 p.m., in the Alumni House, First Floor, 1925 F Street, NW.

AGENDA

- 1. Call to order**
- 2. Approval of the minutes of the regular meeting of May 5, 2000, as distributed**
- 3. Introduction of Resolutions**
- 4. Report of the Joint Faculty-Administration Task Force on the Proposed College of Professional Studies; Professor Ralph G. Steinhardt and Vice President Donald R. Lehman, Co-Chairs (report to be transmitted electronically)**
- 5. Amendment proposed by the University administration to Resolution 99/2, A Resolution to Amend the 1996 Faculty Code of The George Washington University, concerning the Faculty Grievance Procedures; Vice President Lehman and Professor Wilmarth, Executive Committee (proposed amendment attached, together with Resolution 99/2 and Faculty Senate Minutes, December 10, 1999, pp. 1-8)**
- 6. General Business:**
 - (a) Nomination for election of Chair of the Committee on Administrative Matters They Affect the Faculty to succeed Professor Johnston, who resigned (nominee to be announced)**
 - (b) Nomination for election to the following Senate Standing Committees: Professor David Bjelajac to Appointment, Salary and Promotion Policies; Professor Susan R. Jones and Jeffrey A. Mello to the Committee on University and Urban Affairs; Professor Pradeep Rau to Administrative Matters as They Affect the Faculty; Professor John William Geranios to Admissions Policy, Student Financial Aid, and Enrollment Management; Professor Subhasish Dasgupta to Educational Policy; Professor Ginger Smith to Faculty Development and Support; Professor George Jabbour to Professional Ethics and Academic Freedom**
 - (c) Nomination for appointment by the President to the following Administrative Committees: Marvin Center Governing Board and Panel for Student Grievance Review Committee (nominees to be announced)**

(d) Report of the Executive Committee: Professor John G. Boswell, Chair

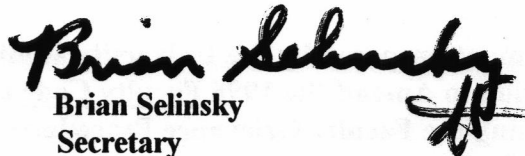
**(e) Reports of the Committee on Educational Policy: (1) Undergraduate Retention;
(2) Scheduling of Final Examinations; and (3) Grade Inflation; Professor Paul B.
Duff, Chair (reports attached)**

**(f) 1999-2000 Annual Reports of Senate Standing Committees: Physical Facilities and
Executive Committee of the Faculty Senate (reports attached)**

(g) Tributes

7. Brief Statements (and Questions)

8. Adjournment


Brian Selinsky
Secretary

PROPOSED AMENDMENT TO RESOLUTION 99/2

----- Forwarded message -----

Date: Thu, 03 Aug 2000 12:32:56 -0400 (EDT)
From: donald r. lehman <lehman@gwis2.circ.gwu.edu>
To: jgb@gwu.edu
Cc: Steve Trachtenberg <gwupotu@gwis2.circ.gwu.edu>,
Dennis Blumer <olmdhb@ogc.gwu.edu>
Subject: Grievance Procedures

John:

Following our conversation, I went back to the Policy to find the aspect that both President Trachtenberg and I, after careful consideration and review, do not find acceptable in the recommended document. It is located on page -10-, where we are looking at Sec. 7. Final Disposition. If you go to the second sentence it reads:

"The decision of the relevant Committee shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines, AFTER GIVING SUBSTANTIAL DEFERENCE TO THE FINDINGS AND RECOMMENDATIONS OF THE RELEVANT COMMITTEE, that there are compelling reasons not to implement the relevant Committee's decision."

I capitalized in this sentence the wording that we find unacceptable. It goes beyond that which is already in the Code in other areas, and therefore destroys the parallelism of the Code. Also, I recall that "compelling reasons" was the standard recommended in the original Cheh Report relative to the proposal of new Grievance Procedures language for the Code. We are ready to accept Resolution 99/2 if the above insertion is removed from the proposed language for amending the Faculty Code relative to Faculty Grievance Procedures. I hope that can be achieved, for I do appreciate that we can benefit from proposed new procedures.

Don

Donald R. Lehman
Vice President for Academic Affairs
and
Professor of Physics
The George Washington University
2121 I Street, NW [Rice Hall 810]
Washington, DC 20052

E-Mail: lehman@research.circ.gwu.edu
or lehman@gwis2.circ.gwu.edu

Phone: (202)994-6510
FAX: (202)994-0709

THE GEORGE WASHINGTON UNIVERSITY

Faculty Senate

Friday, December 10, 1999

A RESOLUTION TO AMEND THE 1996 FACULTY CODE OF THE GEORGE
WASHINGTON UNIVERSITY (99/2)

WHEREAS, Faculty Senate instituted a Special Faculty Committee to Study the Faculty Grievance Procedures under the Chairmanship of Professor M. Cheh of the GW Law School,

and,

WHEREAS, The Executive Committee of the Faculty Senate received the Special Committee's final report on October 15, 1997,

and,

WHEREAS, the Professional Ethics and Academic Freedom Committee was requested by the Executive Committee to examine the report and to recommend changes to Article X of the Faculty Code and to Section E of the Procedures for the Implementation of the Faculty Code,

BE IT THEREFORE RESOLVED by the Faculty Senate of The George Washington University that:

The Faculty Code of The George Washington University be amended as follows:

Key: Changes to existing Faculty Code language as proposed by the 10/15/97 Report of the Special Senate Committee to Study the Faculty Grievance Procedures ("Cheh Report"), with modifications thereto adopted by the PEAFC Committee at its meeting on 11/12/99, are shown in underline for new language and ~~strikeout~~ for deletions.

Professional Ethics and Academic Freedom Committee
November 12, 1999

Adopted, as amended, December 10, 1999

Faculty Code

...
X. RIGHTS, PRIVILEGES, AND RESOLUTION OF DISPUTES UNDER
THIS CODE

A. Rights and Privileges Under This Code

The rights, privileges, and responsibilities of a faculty member, as conferred by this Code, shall be carefully safeguarded in accordance with the highest accepted principles, practices, and procedures of the academic community. An alleged infringement of such rights or privileges or an alleged violation of such responsibilities shall first be considered by the faculty member or members concerned, or by appropriate representatives of the faculty, in cooperation with the responsible administrative officers. If such consideration does not lead to an adjustment satisfactory to the parties involved, the procedures for the implementation of this Article shall be fully utilized.

B. Grievances

To maintain a grievance, the complaining party must allege that he or she has suffered a substantial injury resulting from violation of ~~professional~~ rights or privileges concerning academic freedom, research or other scholarly activities, tenure, promotion, reappointment, dismissal, or sabbatical or other leave, arising from:

1. Acts of discrimination prohibited by federal or local law;
2. Failure to comply with ~~follow~~ the Faculty Code, or Faculty Handbook, or other rules, regulations, and procedures established by the University;
3. Arbitrary and capricious actions on behalf of the University ~~actions~~; or arbitrary and capricious applications of federal or local statutes and regulations; or
4. Retaliation for exercise of Code-protected rights.

Procedures for the Implementation of the Faculty Code

...

E. Procedures for Implementation of Article X of the Faculty Code

1. Informal Resolution

Before instituting ~~any formal proceedings concerning an alleged violation of the Faculty Code~~ a formal grievance, the aggrieved party ~~or parties shall make exhaust~~ all reasonable efforts to achieve a resolution of the situation through informal consultation with the appropriate faculty members and administrative officers.

2. Dispute Resolution Committee

The Faculty Senate shall elect a Dispute Resolution Committee of fifteen tenured, active-status faculty members, no more than three of whom shall be members of the faculty of any one school (except that four may be members of the faculty of Columbian School and four may be members of the Law School) and none of whom may be serving as academic administrators. The members of the Committee shall serve three-year staggered terms so that the terms of five of the members shall expire each year. The Faculty Senate shall designate the Chair of the Committee from among the members of the Committee. Alternate temporary members may be appointed at any time by the Executive Committee to facilitate the dispute resolution procedures.

3. Preliminary Proceedings

If informal consultation fails to resolve the matter or if the aggrieved party concludes that such consultation is not feasible or would be futile, the aggrieved party shall refer the dispute to the Dispute Resolution Committee by means of a letter addressed to the Chair with copies sent to the Chair of the Executive Committee of the Faculty Senate and to the Vice President for Academic Affairs on behalf of the University. ~~of the Executive Committee. The Executive Committee, once it has made its own determination that all reasonable efforts to achieve a resolution through informal consultation have been exhausted, shall appoint either a special mediator or a special mediation committee of three members, none of whom shall be members of the Dispute Resolution Committee;~~

~~and this mediator or mediation committee shall conduct an informal investigation of the matter and attempt to effect expeditiously a mutually satisfactory solution. The appointment shall be recorded in the minutes of the Faculty Senate. The letter shall identify the general nature and circumstances of the dispute. Unless either the University or the aggrieved party objects, the Chair of the Dispute Resolution Committee shall promptly appoint a special mediator of appropriate qualifications to assist the University and the aggrieved party to resolve the dispute.~~

~~c) The special mediator or mediation committee shall report to the Executive Committee, with copies to the parties, only that a mutually satisfactory solution has been achieved, in which case the report should set forth the basis of the settlement or that it has been concluded that further efforts at mediation would be futile. The Special mediator shall report to the chair of the dispute resolution committee that a mutually satisfactory solution has been achieved, in which case the grievance shall be dismissed, or that efforts at mediation were unsuccessful.~~

4. Formal Proceedings

a) Commencement of Proceedings

- ~~1) - If the preliminary proceedings do not result in a mutually satisfactory resolution of the dispute, any party to the dispute may commence formal proceedings by means of a complaint addressed to the Chair of the Dispute Resolution Committee, with copies sent to the Chair of the Executive Committee of the Faculty Senate and the other party or parties.~~

1) If either party declines to mediate or to continue to mediate, or if efforts at mediation are unsuccessful, the aggrieved party may commence formal proceedings by means of a grievance sent to the Chair of the Dispute Resolution Committee, with copies sent to the Chair of the Executive Committee of the Faculty Senate and to the Vice President for Academic Affairs on behalf of the University.

2) The grievance shall identify the aggrieved party as the "Grievant" and shall name The George Washington University as the "Respondent". A grievance may not be brought against faculty members of the University, acting in their individual capacities as faculty members. Consistent with Article X.B., a grievance may only be maintained against the University for official acts. The Vice President for Academic Affairs shall identify the appropriate faculty member or administrative official who shall act on behalf of the University as Respondent.

3) The grievance shall set forth with particularity the nature of the dispute, specifying, consistent with Article X.B., the rights or privileges under the Faculty Code alleged to have been violated, the specific act or acts alleged to constitute the violation, and the identity of the remedy sought and the reasons alleged to justify the remedy. The grievance shall also set forth the Grievant's efforts to resolve the dispute informally, or if no such efforts were made, the reasons for failing to make such efforts. No grievance may be maintained on the basis of error that did not affect the substantial rights of the complainant Grievant.

4) Within twenty calendar days of receipt of the grievance the other party or parties to the dispute University shall reply in writing, sending copies of the reply to the Chair of the Dispute Resolution Committee, the Chair of the Executive Committee of the Faculty Senate, and the complaining party or parties Grievant. The reply shall set forth with particularity the position of the replying party or parties University with respect to each allegation of the grievance.

b) Hearing Committee and Hearing Officer

1) Upon receipt of the complaint and reply Within a reasonably prompt period of time, ordinarily within ten calendar days of receipt of the grievance and reply, the Chair of the Dispute Resolution Committee shall, with the advice of the Executive Committee of the Faculty Senate, appoint a Hearing Committee of three members from among the members of the Dispute Resolution Committee and a presiding Hearing Officer from a panel of names previously approved by the Executive Committee. The Chair of the Dispute Resolution Committee shall designate one member of the Hearing Committee to

~~serve as the presiding Hearing Officer. The Hearing Officer shall be chosen from among University personnel of~~ have appropriate experience and training but need not be an attorney. ~~The role of the Hearing Officer throughout these procedures is to~~ The Hearing Officer, in addition to serving as a full member of the Hearing Committee, shall assure an orderly, expeditious, and relevant hearing, to assure the development of a complete, fair, and reliable record, and to advise the Hearing Committee as to issues of substance and procedure. The Hearing Committee may request the replacement of the Hearing Officer at any time.

2) No member of the same department as ~~a party~~ the Grievant shall sit on the Hearing Committee. Any party to a dispute may disqualify one member of the Hearing Committee by peremptory challenge. Any party may also seek to disqualify any member of the Hearing Committee for cause. The Chair of the Dispute Resolution Committee shall decide any challenges for cause, based on written submissions from the parties. The Chair of the Dispute Resolution Committee shall, from among the remaining members of the Dispute Resolution Committee, fill any vacancies on the Hearing Committee created by challenges.

3) When all challenges have been decided and vacancies filled, and as soon as reasonably possible after receipt of ~~respondent's reply~~ the grievance and reply, the ~~chair of the Dispute Resolution Committee~~ Hearing Officer shall convene the Hearing Committee to review the grievance. If a majority of the Hearing Committee, after an opportunity for argument by the parties, finds that the grievance does not allege facts sufficient to state a grievance under the Code, or that the grievance is based on evidence or allegations substantially the same as those that have previously been heard or decided, or that could have been presented in a previous hearing, the grievance shall be automatically referred to the Dispute Resolution Committee for consideration at the earliest reasonable time. If a majority of the Dispute Resolution Committee, after an opportunity for argument by the parties, agrees ~~concludes~~ that for any of the reasons set out in this section a hearing is not warranted, the grievance shall be dismissed, in whole or in part, and the matters dismissed shall be deemed closed.

4) On the determination that a hearing is warranted, the ~~Hearing Committee shall be convened by the presiding Hearing Officer and~~ Hearing Officer shall promptly convene the Hearing Committee, which shall establish a schedule for the hearing. Grievances shall be heard and decided with reasonable dispatch, and, ordinarily, shall be completed by the Hearing Committee within three months after the determination that a hearing is warranted.

5) All three members of the Hearing Committee shall be present during the hearings and deliberations of the Committee, except that the presence of one of them during part of the proceedings may be waived by agreement of the parties.

6) It shall be the duty of the Hearing Officer to convene promptly the meetings of the Hearing Committee and to preside; to assure the expeditious disposition of the case; to rule on all questions of ~~substance or~~ procedure necessary to the conduct of the hearing, subject to being overridden by ~~a majority vote of~~ the other two members of the Hearing Committee; ~~to ask questions and~~ to control the development of testimony and of evidence in the record ~~as deemed appropriate~~; to prepare or assign the writing of an draft opinion ~~for the use on behalf~~ of the Hearing Committee; and to advise the Hearing Committee in its deliberations on questions of substance and procedure. The Hearing Officer ~~does not vote on the~~ is a full member of the Hearing Committee, and the Hearing Committee shall decide all ultimate questions of fact, substance, procedure, or policy, ~~as these are acted upon by the Hearing Committee~~ by majority vote. The Hearing Officer shall sign dispositive orders ~~of the~~ on behalf of the Hearing Committee ~~only to authenticate them.~~

7) Members of the Hearing Committee, members of the Dispute Resolution Committee, and the parties shall avoid ex parte communications bearing on the substance of the dispute.

c) Procedure for Hearings

1) The parties to the proceedings shall be entitled to appear in person and to be represented by counsel or other adviser.

2) A grievance procedure is not a formal judicial proceeding. Its purpose is to provide a fair evaluation of an allegation that a right or privilege has been violated. In order to achieve that end, the Hearing Committee shall have authority to call any material witness who is a member of the University faculty, administration, or staff and any other person who is willing to testify; to question parties and witnesses; to exclude matters it deems irrelevant; to place reasonable limits on arguments, the presentation of evidence, and the questioning of witnesses by the parties. The University ~~will make a reasonable effort to facilitate the appearance of witnesses~~ shall use its best efforts to assure the appearance of all faculty, administration, and staff reasonably called to testify.

3) The procedure at the hearings shall be informal but shall comply with the requirements of fairness to the parties. The Hearing Committee is not required to comply with rules of evidence applicable in courts of law and may receive any relevant evidence that is not privileged. The Hearing Committee may decline to consider evidence when its probative value is outweighed by considerations of unfair prejudice, confusion of the issues, undue delay, waste of time, or needless presentation of cumulative evidence. The parties shall be entitled to testify on their own behalf; to call as material witnesses any member of the University faculty, administration, or staff and any other person who is willing to testify; to present written and other evidence; and to cross-examine witnesses called by other parties. A party shall be entitled to inspect and copy, in advance of the hearing, all ~~any~~ relevant documents in the control of the other party and not privileged and may offer such documents or excerpts therefrom in evidence. ~~The University will make a reasonable effort to facilitate the appearance of witnesses.~~

4) The parties shall be entitled to present opening and closing statements.

5) A stenographic record of the hearings shall be made and one copy, which shall be available to all parties, kept on file by the University.

6) The hearings shall be open to the public unless, on the motion of a party or the Hearing Committee, the Hearing Committee shall determine that it is in the best interest of the University and the parties that the hearings be closed.

7) At the conclusion of the presentation of evidence and argument from both sides, the Committee shall convene in closed session to deliberate and reach a decision in closed session. In rendering its decision, the Hearing Committee shall not substitute its judgment for that of the maker of the decision being challenged. Rather it shall determine whether the Grievant has established by clear and convincing evidence that he or she has suffered a substantial injury pursuant to Article X.B. ~~resulting from: 1) acts of discrimination prohibited by federal or local law; 2) the decision maker's failure to follow the Faculty Code, or Faculty Handbook, or other rules, regulations, and procedures established by the University; 3) arbitrary and capricious applications of federal or local statutes and regulations; or 4) retaliation for exercise of Code protected rights.~~

8) The Hearing Committee shall render its findings and recommendations in a written opinion ~~report~~ that shall state the number of members subscribing to the opinion ~~report~~ and shall include dissenting opinions, if any. This opinion ~~report~~ shall be submitted to the Chair of the Dispute Resolution Committee ~~Executive Committee of the Faculty Senate~~, and copies shall be transmitted to the parties and to the Chair of the Executive Committee of the Faculty Senate ~~Dispute Resolution Committee~~.

9) The hearing procedures shall be concluded and the Hearing Committee's findings and recommendations shall be rendered as soon as practicable.

5. Appeals

a) Any party may appeal the final decision of the Hearing Committee by filing a notice of appeal with the Chair of the Dispute Resolution Committee and sending copies thereof to the Chair of the Executive Committee of the Faculty Senate and to the other parties. The notice of appeal must be filed within ten calendar days of the receipt of the decision of the Hearing Committee.

b) An appeal shall be heard by members of the Dispute Resolution Committee who were not members of the Hearing Committee, provided that members of the Dispute Resolution Committee who were disqualified from sitting as members of the Hearing Committee and members of the same department as the Grievant ~~any of the parties~~ shall not participate in the hearings of the appeal. A quorum for hearing an appeal shall be two-thirds of those members of the Dispute Resolution Committee eligible under the terms of this section.

c) The parties to an appeal shall be entitled to present written and oral argument. However, evidence not introduced in the hearing may not be considered on appeal.

d) The Dispute Resolution Committee shall decide by majority vote and render an opinion in writing, sustaining, modifying, overruling, or remanding the decision of the Hearing Committee. ~~Copies of the opinion shall be transmitted to the parties and the Chair of the Executive Committee of the Faculty Senate.~~

6. Remedies.

A Hearing Committee and the Dispute Resolution Committee may recommend that the University action being challenged be upheld, modified, reconsidered or remanded under specified conditions, or reversed, in whole or in part. A Hearing Committee and the Dispute Resolution Committee may not include as part of their recommendations any damages for nonpecuniary losses, punitive damages, or any other actions or measures outside of the scope of the underlying University action being challenged.

5.7. Final Disposition

~~{When the time for filing an appeal has expired without an appeal having been commenced, or when the appeal process has been completed and a final decision has been rendered, the record of the case, including the decisions of the Hearing Committee and the Dispute Resolution Committee, shall be transmitted to the President and the Board of Trustees for final disposition. In the absence of a timely appeal filed by either party from a decision of a Hearing Committee, or after a decision of the Dispute Resolution Committee, such decision shall be transmitted to the parties, to the Chair of the Executive Committee of the Faculty Senate, and to the Vice President for Academic Affairs. The decision of the relevant Committee shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines, that the relevant Committee's decision is clearly erroneous and should not be implemented, in which case, AFTER GIVING SUBSTANTIAL DEFERENCE TO THE FINDINGS AND RECOMMENDATIONS OF THE RELEVANT COMMITTEE, THAT THERE ARE COMPELLING REASONS NOT TO IMPLEMENT THE RELEVANT COMMITTEE'S DECISION. IN THE EVENT OF SUCH A DETERMINATION, the Vice President shall transmit his or her determination (INCLUDING AN EXPLANATION OF SUCH COMPELLING REASONS) and recommendation, and the record of the case through the President of the University to the Board of Trustees, or, at the election of the Grievant, solely to the President, with copies to the Grievant and the Chairs of the Dispute Resolution Committee and the Executive Committee of the Faculty Senate, for a prompt decision of the President or the~~

5.7. Final Disposition Board of Trustees.

~~In the absence of a timely appeal filed by either party from a decision of a Hearing Committee, or after a decision of the Dispute Resolution Committee, such decision shall be transmitted to the parties, to the chair of the Executive Committee of the Faculty Senate, and to the Vice President for Academic Affairs.~~

6. Remedies.

A Hearing Committee and the Dispute Resolution Committee may recommend that the University action being challenged be upheld, modified, reconsidered or remanded under specified conditions, or reversed, in whole or in part. A Hearing Committee and the Dispute Resolution Committee may not include as part of their recommendations any damages for nonpecuniary losses, punitive damages, or any other actions or measures outside of the scope of the underlying University action being challenged.

5.7. Final Disposition

~~[When the time for filing an appeal has expired without an appeal having been commenced, or when the appeal process has been completed and a final decision has been rendered, the record of the case, including the decisions of the Hearing Committee and the Dispute Resolution Committee, shall be transmitted to the President and the Board of Trustees for final disposition. In the absence of a timely appeal filed by either party from a decision of a Hearing Committee, or after a decision of the Dispute Resolution Committee, such decision shall be transmitted to the parties, to the Chair of the Executive Committee of the Faculty Senate, and to the Vice President for Academic Affairs. The decision of the relevant Committee shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines, that the relevant Committee's decision is clearly erroneous and should not be implemented, in which case, AFTER GIVING SUBSTANTIAL DEFERENCE TO THE FINDINGS AND RECOMMENDATIONS OF THE RELEVANT COMMITTEE, THAT THERE ARE COMPELLING REASONS NOT TO IMPLEMENT THE RELEVANT COMMITTEE'S DECISION. IN THE EVENT OF SUCH A DETERMINATION, the Vice President shall transmit his or her determination (INCLUDING AN EXPLANATION OF SUCH COMPELLING REASONS) and recommendation, and the record of the case through the President of the University to the Board of Trustees, or, at the election of the Grievant, solely to the President, with copies to the Grievant.]~~ (language inadvertently dropped)

5.7. Final Disposition

~~In the absence of a timely appeal filed by either party from a decision of a Hearing Committee, or after a decision of the Dispute Resolution Committee, such decision shall be transmitted to the parties, to the chair of the Executive Committee of the Faculty Senate, and to the Vice President for Academic Affairs.~~

*Capitalization indicates amendment by Faculty Senate 12/10/99

**THE GEORGE WASHINGTON UNIVERSITY
Washington, DC**

**MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD
ON DECEMBER 10, 1999, IN THE
ALUMNI HOUSE, 1925 F STREET NW**

The meeting was called to order by Vice President Lehman at 2:15 p.m.

Present: Vice President Lehman, Registrar Selinsky, and Parliamentarian Pagel; Deans Futrell and Lefton; Professors Agnew, Berkowitz, Boswell, Cawley, Duff, Gallo, Griffith, Harrington, Johnston, McAleavey, Moses, Nagy, Park, Pelzman, Robinson, Sheldon, Stephanic, and Wilmarth

Absent: President Trachtenberg, Deans Harding, Mazzuchi, Phillips, Riegelman, Williams, and Young; Professors Captain, Castleberry, Granger, Haque, Mergen, Paratore, Simon, and Zaghloul

INTRODUCTION OF NEW SENATE MEMBER

Vice President Lehman introduced a new member of the Senate, Michael Moses, Associate Professor of Mathematics, Columbian School of Arts and Sciences. Professor Moses succeeds Professor Packer, who left the University.

APPROVAL OF THE MINUTES

Vice President Lehman called for approval of the minutes of the regular meeting of November 12, 1999. Professor Nagy asked that the minutes be amended on Page 3, Paragraph 2, Line 7, by replacing the words "... the CEO of AETNA pays himself \$123 million a year. ..." with the words "according to USA Today, Thomas Frist, CEO of HCA, made a profit of \$125.9 million on stock options in 1992. ..." No objections were made to the amendment, and the minutes, as amended, were approved.

RESOLUTIONS

I. RESOLUTION 99/2, "A RESOLUTION TO AMEND THE 1996 FACULTY CODE OF THE GEORGE WASHINGTON UNIVERSITY"

Professor Harrington, Chair, Professional Ethics and Academic Freedom Committee, said that the Committee was very happy to present this Resolution to the Senate and he hoped the Senate would find it acceptable. He said that the Committee had received the excellent Report of the Ad Hoc Committee, chaired by Professor Mary M. Cheh, in October 1997, and the PEAFC Committee has been working very hard since that time to complete its work and

bring this Resolution to the Senate. He said that he thought the proposed changes in the grievance procedures would streamline the whole process extremely well. He then called upon Professor Johnston, Chair of the Subcommittee of the PEA Committee, to explain the major changes in the document.

Before proceeding, Professor Johnston, on behalf of Vice President Lehman and Mr. Richard Weitzner of the General Counsel's Office, distributed two amendments—Amendment #1 to Section 6. Remedies, and Amendment #2 to Section 7. Final Disposition. (The amendments are attached.)

Professor Johnston noted that the Cheh Committee went through an in-depth study of the grievance procedures over the last 25 to 30 years and recommended changes which were in the nature of speeding up the process and also codifying things that had been common law practice. The PEA Committee posed the question, "The grievance procedures are for whom?" And the Committee concluded that since the procedures are relied upon by faculty, hopefully a better process would benefit the faculty, but they also concluded that it would benefit the administration, as well. If faculty members think that they will be getting a "fair shake" by going through the University's process, then they will be less likely to go to court as an alternative, thereby saving the University money in terms of damages and expensive legal fees. He then described the major changes in the grievance procedures recommended by the PEA Committee, as follows:

(1) Change the word "complaint" to "grievance" and the word "complainant" to "grievant."

(2) 3. Preliminary Proceedings (pp.3-4) Remove the Executive Committee in terms of having a substantive responsibility though continuing to be advised of the proceedings. Appointment of a special mediator by the Dispute Resolution Committee, unless the University or the aggrieved party objects.

(3) 4. Formal Proceedings a) Commencement of Proceedings (p.4) Restore current Faculty Code language, inadvertently omitted, but should have been shown as stricken. A grievance may only be maintained against the University for official acts, not against faculty members of the University, acting in their individual capacities as faculty members.

(4) 4. Formal Proceedings b) Hearing Committee and Hearing Officer (p.5) Designation of one member of the 3 members of the Hearing Committee to be the Hearing Officer. The Chair of the Dispute Resolution Committee shall decide any challenges for cause, based on written submission from the parties.

(5) 6. Remedies (p.10) A Hearing Committee and the Dispute Resolution Committee may not include as part of their recommendations any damages for nonpecuniary losses, punitive damages, or any other actions or measures outside of the scope of the underlying University action being challenged.

(6) 7. Final Disposition (p.10) In the absence of a timely appeal filed by either party, the decision of the relevant Committee (Hearing Committee or Dispute Resolution Committee) shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines that the relevant Committee's decision is clearly erroneous and should not be implemented.

With regard to the inclusion of the "clearly erroneous" standard recommended by the PEAFC Committee, Professor Johnston said that the Committee was looking for an appellate type of standard. Although the Committee considered other alternatives, including compelling reasons, it found that when one is talking about findings of fact, it is the Hearing Committee that actually hears testimony and evidence. And the Hearing Committee puts a good deal of emphasis on their fact-findings and determinations. In addition, compelling reasons, he said, is not a very good legal term because one cannot look at case law and determine what "compelling reasons" means.

Professor Griffith expressed his thanks to Professor Johnston and the PEAFC Committee, and to Professor Cheh, for their major contributions to attempt to clarify remedies and final disposition which had really been left unspecified in earlier versions. Professor Wilmarth also extended his appreciation to Professor Cheh, Professor Johnston, and the PEAFC Committee for their hard work.

Professor Wilmarth suggested a "friendly amendment" to the second sentence of Section 4a)2) (p.4) to insert the words "or as members of the Faculty Senate" after the words "... acting in their individual capacities." This would provide some notion of a collective faculty body, as well as individual capacities, he explained. Professors Johnston and Griffith both spoke against the amendment.

With reference to Section 6. Remedies, Professor Griffith asked if that language excludes recommending attorney's fees if the University were found clearly in the wrong. Professor Wilmarth said that it was questionable. The normal presumption is that attorney's fees are not recoverable, but the language does not completely exclude it.

Further discussion followed by Professors Park, Griffith, Boswell, Johnston, and Wilmarth.

Professor Park said that it seemed to him that the opportunity losses of not getting a position or a research grant or some other benefit of University employment is one of the things that is most likely to be the basis of a grievance. He then offered to amend Section 6. Remedies by adding the following language: "Pecuniary damages beyond actual or opportunity losses to the grievant as a University employee." Professor Wilmarth suggested adding the words "of a financial nature" after the words "opportunity losses." Professor Park accepted Professor Wilmarth's suggestion.

Vice President Lehman said that he did not think it is a positive thing to involve grievance committees in situations where they have hearings over possible remedial measures. If a grievant prevails, remedial measures are obvious, and he could not think of any instance over time that he was familiar with that this had ever led to a problem. Professor Pelzman argued that the problem is not only lost wages, but lost opportunity costs in the sense of being able to compete for grants or other kinds of awards while the grievance process is going on. If the grievant wins and the University has been wrong in its case, then, he said, there is some logic for compensation of the grievant. Professor Boswell asked Vice President Lehman that if a grievant prevails, and if the remedies are taken out of the hands of the Hearing Committee and left in the hands of the administration, would the administration consider monetary damages in a variety of ways? Vice President Lehman replied that the administration does that on a regular basis already. Professor Griffith said that he thought that if the Senate makes the grievance system too unfriendly to the grievant, we force more people to court and, on other other hand, we do not want to make it completely unfriendly to the administration. Therefore, he thought the PEAFF Committee language about nonpecuniary losses is a reasonable compromise.

Further discussion followed by Professors Johnston, Nagy, Pelzman, Boswell, and Griffith.

Referring to the amendment to Section 6. proposed by the administration to change the title "Remedies" to "Recommendations," Professor Park said that he thought that change would be clarifying in a very useful way, because the Hearing Committee is not to make a decision on remedies, but essentially to make recommendations. Mr. Weitzner said that he agreed that the language uses recommendations. However, Section 7 talks about final disposition, and it does not make a distinction between findings and recommendations in terms of a standard of review under the current proposed language. The administration would have to accept a committee's findings as to remedy unless it was found to be clearly erroneous. That elevates it much more than just a recommendation that the administration could accept or disregard, he said. Professor Pelzman said that the clearly erroneous standard is correct; anything else gives the administration too much. That is the standard at the appellate level. While it is still a recommendation, the administration can still deny it, but it must be substantiated. Professor Johnston said that he could live, personally, with substituting "recommendations" for "remedies," but then he thought it becomes all the more important to have a "clearly erroneous" standard because, otherwise, the administration can review a grievance de novo.

Further discussion followed by Professors Park, Griffith, Robinson, and Pelzman.

Professor Wilmarth moved Amendment No. 1 proposed by the administration, as an accommodation to the administration, stating that he did not support it and thought that the existing language should be retained. The motion was seconded. Professor Park asked that the question be divided. The question was called on the text of Section 6. Remedies proposed by the administration. The amendment failed. The question was then called on the

proposed amendment to change the title of Section 6. from "Remedies" to "Recommendations." The amendment failed.

Turning to Amendment No.2 proposed by the administration to Section 7. Final Disposition, Vice President Lehman called upon Mr. Weitzner to speak to it. Mr. Weitzner said that the first part of the amendment would distinguish the standard of review, i.e., there is a somewhat lesser standard of review for recommended remedies than there would be for findings of fact. As the amendment reads, findings of the committee would be adopted unless there were compelling reasons not to adopt them. That standard, he said, is consistent with the standard used in nonconcurrence cases and was also the recommendation of the Cheh committee. The second part goes to the standard for reviewing a recommended remedy. Under the amendment, the Vice President would give "strong consideration to the relevant committee's recommendation." Other changes, he said, are the use of the words "findings and recommendations" in place of "decision" because elsewhere in the Code that is how the committee's decision is defined. Therefore, for consistency purposes, we make that distinction in the final disposition that the committee is making "findings and recommendations."

Professor Griffith, noting the administration's preference for the standard of compelling reasons, asked Mr. Weitzner if the General Counsel's Office did an analysis of the interpretation given to compelling reasons in nonconcurrence cases. Mr. Weitzner replied that his office had not made any kind of formal analysis. He said that they have asked for specific data because Professor Johnston has raised concerns that, in his view, the compelling reasons standard has eroded over time, but the administration does not believe that that has been the case. He noted that the Cheh committee in its deliberations presumably did debate that issue and recommended that compelling reasons be used, and also the Faculty Senate several years ago prepared a memorandum in which it put forth its views on the meaning of compelling reasons. So, over time, there has been built up a pretty good understanding of what that phrase has meant and there has not been any significant dispute as to its meaning, as far as he knew. Mr. Weitzner said he did not see any reason to introduce a standard that has not been used in the University, nor did he think reliance on an appellate standard is consistent with the notion of shared governance that we have because it places too much weight on the authority of the faculty committee. He also pointed out that after a decision is made by the Hearing Committee, it can then go to the Dispute Resolution Committee on appeal, and that that Committee appears to have unfettered discretion in modifying or overturning a decision of the Hearing Committee, yet the Dispute Resolution Committee neither hears testimony nor can judge credibility of witnesses. While he was not saying there should be absolutely no standard for administrative review, he thought that "clearly erroneous" sets too high a bar.

Professor Griffith said that in the past most nonconcurrences almost without exception were resolved by the Executive Committee of the Faculty Senate, but there came a point about 7 or 8 years ago when the administration simply stopped accepting the recommendation of the Executive Committee, and they went forward to the President or

Board. He thought that this indicates that the administration has adopted an entirely new flexibility toward the notion of what "compelling reasons" mean, and in the absence of the administration coming forward to establish what they see as compelling reasons, the rationale for moving to a different standard is persuasive. Vice President Lehman said that he had studied carefully Professor Park's memorandum defining the meaning of compelling reasons and that he has no problem living with that if that sets the standard. He said, however, that he did not totally agree with Professor Griffith's conclusion about the outcomes of nonconcurrences because there have been situations where the Executive Committee and the administration were on one path and it was the department which led to the decision being forwarded to the President or the Board. Professor Pelzman pointed out that the Dispute Resolution Committee is not a party to the grievance, but the administration is, and they are asking for the same standard as the Dispute Resolution Committee would use which does not make a great deal of sense. Another problem, he said, is the incentive problem. If the administration wishes to keep the faculty out of civil court and keep disputes within the University, then we have to have a standard high enough to discourage someone from going the other way. Mr. Weitzner responded that he did not think that the compelling reasons standard is a low standard since it has been used in the nonconcurrence context and through that precedent it has been established as a fairly high standard.

Professor Park explained that the clearly erroneous standard looks to mistakes and failures of logic and reasoning by the hearing body; the appellate body, looking at that, must be persuaded that there was a clear error before they will disturb its decisions. In administrative and constitutional law, he said, compelling reasons has a larger function than just looking for the possibility of errors or leaving a decision undisturbed unless there are very significant errors. Compelling reasons go to the question of institutional interest. In the context of the institution's future and its best interests, Professor Park said that we want to make it clear in the Code because this, too, may be reviewed by a court at some point. The language should reflect that the Senate recognized that there are institutional interests for which the President, the Board, and the Vice President for Academic Affairs are responsible and for which lower decision-makers are not. Professor Park said that it seemed to him that compelling reasons language is an improvement in the language.

Professor Wilmarth said that it seemed to him that the key question here is deference. What kind of deference will the administration give to the decision coming up from the faculty decisionmaking process? A concern of a number of faculty with respect to nonconcurrences is that the mindset of the Administration appears to be that it can start de novo and make its own decision about whether a particular candidate, for example, meets tenure or promotion standards. If the Administration made clear that the compelling reasons standard requires it to give substantial deference to the findings of fact and recommendations made by the faculty committee, then he thought he would feel more comfortable because that is the principle the Senate is trying to preserve here. If the faculty committee does not get deference, the grievant is not going to pursue this process, and he questioned whether deference is currently included under the current grievance procedures in the Faculty Code.

Professor Johnston noted that he and Mr. Weitzner have disagreed all along about compelling reasons as to whether it is a high standard or not. Based on that he has heard, Professor Johnston said he did not think compelling reasons has been interpreted by the administration as being as high a standard as he thought. He then asked Mr. Weitzner if he has done any studies showing how many nonconcurrences and how many cases the University has overturned the Executive Committee's recommendation. Mr. Weitzner replied that his office has not done a thorough analysis and, therefore, he does not have enough information at this time to compare. Vice President Lehman noted that he had information for a 5-year period which was provided by Doris Trone, Coordinator, Faculty Senate Activities, which shows that between 1994 and 1999, there were 9 nonconcurrences. The faculty recommendations in 7 of those cases were overturned by the administration - 4 by the President and 3 by the Board. What this information does not tell us, he said, is that in some of these cases, the Executive Committee agreed with the administration, but the department chose not to agree with the Executive Committee and the administration, and sent it forward to the President or the Board. Professor Robinson noted that out of the 9, 7 were reversals of the faculty recommendation. Out of those 7, she said, the Executive Committee agreed with the nonconcurrence in 3 of them. Professor Pelzman pointed out then it was apparent that the administration reversed the faculty recommendation in 50% of them using the compelling reasons standard.

Professor Johnston, addressing Professor Park, said that though he, himself, does not teach administrative law or constitutional law, he was unaware that compelling reasons in that context has anything to do with an arbitration proceeding. He said that the terms he was using are review terms in arbitration and court proceedings. Professor Park replied that he was using the term "compelling reasons" because that is a term we have used in the past, though it is not used in arbitration. Of even the most important rights we have, like speech and freedom of religion, the state can act with compelling reasons to restrict liberties, and, therefore, the notion of compelling reasons goes to the institutional interests of the state. In our situation, we recognize that part of the decision process gives institutional weight to the interests of the University.

Further discussion followed by Professors Johnston, Boswell, Pelzman, and Park.

Professor Wilmarth said that he would support the compelling reasons standard as long as it included deference to the faculty decisionmaking process. Returning to the language of the Resolution, Page 10, he moved that the second sentence of Section 7. Final Disposition be amended, as follows:

"The decision of the relevant Committee shall be deemed final and shall be implemented by the University unless the Vice President for Academic Affairs determines, ~~that the relevant Committee's decision is clearly erroneous and should not be implemented,~~ in which case, after giving substantial deference to the findings and

*reaction -
12/1/00
"strikes out"
inadvertently
omitted.*

recommendations of the relevant committee, that there are compelling reasons not to implement the relevant committee's decision. In the event of such a determination, the Vice President shall transmit his or her determination (including an explanation of such compelling reasons) and recommendation, and the record of the case, etc. . . ."

The motion was seconded.

Professor Johnston reminded the Senate that even if Resolution 99/2 were not adopted, the faculty still has a grievance system in place. It was his opinion that the Senate should think twice before it adopts a standard of review that in over 50% of cases has resulted in faculty decisions being overridden. Professor Pelzman agreed with Professor Johnston that, unless we change the system, we should keep the present system; otherwise, this will create incentives for the faculty to go to court. Professor Boswell pointed out that if the compelling reasons standard is adopted, the faculty would be taking a major leap of faith that history is not going to repeat itself. He spoke in support of the amendment with the understanding that we have made a major concession and we would expect due deference to be taken seriously by the administration. Professors Park, McAleavey, and Robinson all spoke in support of the amendment. Professor Griffith moved that debate on the amendment be ended, and the motion was passed. The question was called on the Wilmarth amendment, and the amendment was passed by a vote of 10 to 5.

The question was called on the original motion, as amended, and Resolution 99/2 was adopted, as amended. (Resolution 99/2 is attached.)

II. RESOLUTION 99/3., "A RESOLUTION TO STRENGTHEN THE RAPE AND SEXUAL ASSAULT POLICY OF THE CODE OF STUDENT CONDUCT"

On behalf of the Joint Committee of Faculty and Students, Professor McAleavey, Co-Chair, moved the adoption of Resolution 99/3, and the motion was seconded. Professor McAleavey explained that this Resolution refers to Chapter 11, Prohibited Conduct, on Page 7 of the Guide to Student Rights and Responsibilities (1999-2000). This Resolution specifically speaks, he said, to Sections 11.a. Rape and 11.b. Sexual Assault which the student members of the Joint Committee thought should be combined into a single new whole title, "Sexual Assault." The major impetus of this coming from the students is that they thought the current policy does not really deal with life as we know it on campus. It does not deal with date rape, for example. Instead it deals with the use of force or threat of force which is not, in fact, the kind of situation most instances of sexual assault or rape on college campuses in general, or on this campus in particular, are defined by. In an effort to improve the usefulness of this document, the Joint Committee has prepared a new statement that includes a fairly explicit description of what consent would require in this contemporary world. He noted that Ms. Linda Shutjer, General Counsel's Office, and Linda Donnels, Associate Vice President and Dean of Students, have both reviewed this

The Report of the Educational Policy Committee on the Scheduling of Final Examinations at the George Washington University

May 1, 2000

At the request of the Executive Committee of the Faculty Senate, the Educational Policy Committee took up the matter of final exams scheduled by faculty during the last week of classes or the reading period. All on the committee acknowledged that this is a disruptive practice that can rob students of their last week of class or study time.

In order to determine the extent of the practice, the committee sent out a brief survey to department chairs and program directors throughout the university. In the survey, the committee asked three questions.

1. How many full time faculty reside in the department/program.
2. According to the current syllabi of their faculty, how many full time faculty presently give final exams during the last week of classes or the reading period.
3. Do part time faculty in the department/program give final exams during either the last week of classes or the reading period.

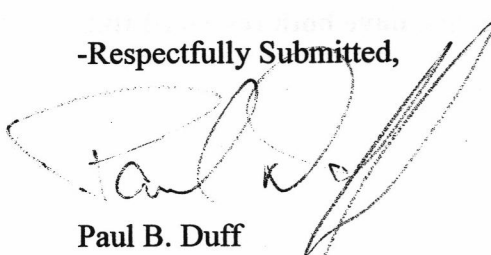
As anticipated, not all chairs/directors responded. Nevertheless, results came in from 29 departments and programs. These 29 departments/programs represent a total of 301 full time faculty.

Of the 301 full time faculty only 9 were reported to have scheduled exams during the last week of class or the reading period. A few departments did note though that a few faculty gave a regular, non-comprehensive exam during the last week of classes. Of the part time faculty, only handful were reported to have scheduled final exams during the last week of class or the reading period.

The committee acknowledged that although only a small percentage of faculty were reported to give final exams during the last week of class or the reading period, nevertheless, the problem is not insignificant. For instance, assuming a class size of 25 for each instance, several hundred students can be adversely affected by a few faculty giving final exams early.

Since a memo regularly goes out at the end of the year reminding faculty that this practice is not allowed, the committee wondered what a viable solution would be. We ultimately decided that all that we could recommend is that chairs/directors and deans be more vigilant in enforcing this policy. Chairs/directors, for instance, might be encouraged to examine the syllabi of their faculty *at the beginning of the semester* (when syllabi are distributed). Perhaps a memo from the office of the Academic Vice President could assist chairs/directors in this task.

-Respectfully Submitted,



Paul B. Duff
EPC Chair

The Report of the Educational Policy Committee on Undergraduate Retention at The George Washington University

April 13, 2000

The Educational Policy Committee of the Faculty Senate, as it was charged by the Executive Committee of the Faculty Senate, carefully considered the following documents:

1. the *Strategic Plan for Increasing Undergraduate Retention and Graduate Student Report*,
2. *Suggestions to Improve Retention of "Better" Students*, and
3. *Student Budgetary Priorities*.

After considering these documents, the members of the Educational Policy Committee discussed the issue of retention, particularly undergraduate retention, and came to the following conclusion. *From the perspective of the faculty, as represented by the members of the committee, the best way to retain undergraduates, especially the better students, is to ensure more meaningful contact time between faculty and individual students, particularly in the classroom.* We suggest several specific strategies to help achieve this desired aim.

Most importantly, the George Washington University must provide smaller classes for undergraduates, especially first year students. Smaller classes promote regular interaction between faculty and individual students. It is obvious that faculty in classes of 50 or more students cannot possibly learn the names of all of the students, much less the intellectual abilities and perspectives of those students. In a smaller class, such basic connections allow for the beginnings of a larger, extended conversation that can take place between students and the faculty member over the course of the semester. This personal and intellectual engagement between individual students and faculty fosters a sense of a shared experience in the classroom. The large lecture-style format does not allow a conversation within the classroom. Rather, large lecture classes generate one way communication from faculty member *to* one of many students in the crowd. Students are well aware that their presence in such a class is barely noticed, much less considered important. Although in some circumstances, large lecture classes may be the most efficient way to deliver information to students, such situations should be the exception and not the rule at GW.

Providing smaller, interactive classes for undergraduates will obviously address one of the top five student priorities (*Student Budgetary Priorities*: 5). It will also address a second of the top five priorities, listed under "Academics" in the *Student Budgetary Priorities* (4). In the section devoted to that priority, students reported feeling academically unchallenged in many of their classes. Smaller classes will allow the faculty to engage and challenge students individually, rather than pitching lectures to the middle of a large class. It is difficult to challenge a class of 50. On the other hand, in a smaller class, in the course of a conversation, a faculty member can push an individual student to expand his or her thinking and defend his or her intellectual position. In such a context, a

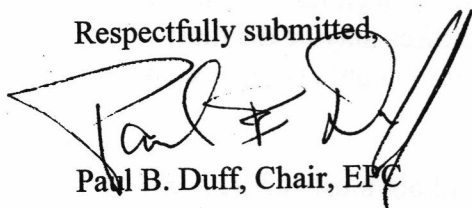
student can try out ideas on the faculty member and on other students. Additionally, from the perspective of the faculty member, a smaller class greatly expands pedagogical options. Large classes leave few options but the lecture.

Of course, in order to lower class sizes, an adequate number of smaller classrooms is necessary. Unfortunately, the University's building plans—at least for the near future—are headed in the wrong direction. The insufficient number of small classrooms proposed in the buildings now planned or under construction (the New Media and Public Affairs Building, the AGC site and the School of Business and Public Management Building) and the loss of the smaller classrooms in Stuart and Lisner Halls to the Law School, will render the attempt to reduce undergraduate class size difficult, if not impossible. The university should begin to take steps to address this situation immediately.

A second step the university can take to encourage more meaningful contact time between students and faculty is to reward faculty who make such meaningful contact with undergraduate students. Although the Faculty Code points out that it is the duty of every faculty member to allot a significant amount of time to his or her teaching duties, nevertheless, it is also common knowledge among the faculty that excellence in the classroom, student advising (official or otherwise), and extra involvement in student matters carry little or no weight in matters of promotion and tenure. As long as scholarship and publishing remain paramount in these matters, faculty have an incentive to spend as little time as possible with students. We are not, of course, suggesting that academic inactivity among faculty should be overlooked in favor of student contact. All teaching faculty should be academically engaged in their respective fields of study. They should also, though, be rewarded for activities that bring them into quality contact with students, especially student advising. In short, we are suggesting a better balance in expectations and rewards.

In sum, the Educational Policy Committee strongly recommends that the university encourage smaller classes, especially for first year students. The committee furthermore recommends appropriate compensation to faculty for greater involvement with students.

Respectfully submitted,



Paul B. Duff, Chair, EPC

The Report of the Educational Policy Committee on Grade Inflation at the George Washington University

May 1, 2000

After examining data from undergraduate (and especially Freshman level) courses over the past decade, the committee determined that some grade inflation has occurred at GW. Although the grade inflation over this period is not great it is, nevertheless, significant. Data gathered by the committee in 1998 by the EPC shows that the average grade in lower level courses at GW increased from 2.73 to 3.07 during the period between 1983 and 1997. This represents a 12.4% increase. The average grade for upper level courses during the same period increased from 2.73-3.18, a 6.7% increase. This year the committee looked at student grades in 14 introductory courses, all of which fulfill General Curriculum Requirements in CSAS. We looked at the grades for the fall sections in 1990, 1993, 1996, and 1999. Of the 14 courses that we examined, 11 increased. The largest increase was 0.75. Only in 3 courses did the grades drop, in no case more than 0.15 percent. The average increase of these 14 courses over the 9 year period was 0.226.

The committee discussed the possible causes of the inflation. It is likely that the following elements have all, over time, contributed to the problem.

1. *The use (and perhaps over-use) of part-time faculty, especially in the introductory level courses.* The committee noted that the grades in introductory courses with part-time instructors have a greater tendency to rise. The committee speculated about the possible reasons for this.
 - Part-time faculty members have less knowledge about the institution, its students, and the academic expectations of the departments or programs in which they are working.
 - Part-time faculty are often overly concerned about end-of-the-term student evaluations because they see these evaluations (whether rightly or wrongly) as the key to their continued part-time employment at the university. Hence part time faculty members may be less inclined to challenge their students in the belief that lenient grading will lead to better student evaluations.
 - Given the fact that many part-time instructors work at a number of campuses in the area (out of economic necessity), some might be less inclined to spend the time on campus that it takes to "argue" grades with their students. A simple solution might be to give grades that students would be less inclined to complain about.
2. *Increased pressure from students.* There is increasing pressure on faculty from students for better grades. This is probably due, in part, to the rampant grade inflation in high school across the nation. By the time many students get to college, they have been taught to expect "A"s and they pressure their professors accordingly.
3. *Comparison with faculty peers.* When more than one faculty member teach the same course (especially in the same semester), faculty who grade more rigorously may face lower enrollment and subsequent pressure to "improve" his or her teaching. Rarely

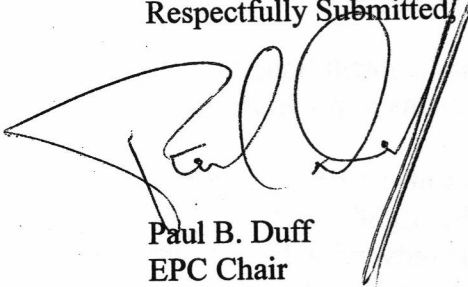
does the pressure go the other way. Lenient graders, whose classes fill quickly, seldom feel the pressure to "improve" their pedagogy.

Recommendations:

Grade inflation is a difficult problem to counter. There is clearly no "magic bullet" that will solve the problem of grade inflation at George Washington University. This is partly due to the fact that this is not a problem faced only by our institution. It is also a larger educational phenomenon of our time. Nevertheless, the committee believes that a few common-sense steps can help to minimize continuing grade inflation at GW.

1. The committee recommends that all new full time faculty receive some orientation on the expectations about grading when they begin teaching at GW (we recognize that this already goes on in some of the schools). It is also recommended that some basic training in assessing student work be offered to (or required of) new faculty since most faculty learn nothing about such in graduate school.
2. The committee suggests that the grade averages for all courses and sections be made available to chairs and program directors periodically (probably at least once a year). Were chairs to have access to this data, they could help keep grade inflation in check on a continuing basis.
3. A document expressing the grading expectations of a department, program, or school should be put in the hands of every part-time faculty member before they begin their employment at GW.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Paul B. Duff", with a large, stylized flourish extending from the end of the signature.

Paul B. Duff
EPC Chair



3.

OFFICE OF INSTITUTIONAL RESEARCH

March 30, 1998

TO: Mike Sodaro
Senate Educational Policy Committee

FROM: Peggye Cohen *Peggye*
Institutional Research

RE: Grade Inflation?

In response to your request for data to determine whether or not there is grade inflation at GW, we have prepared the two reports enclosed.

The first is a continuation of a report we supplied to your committee in 1994 showing gpa information by level and school for graduates in spring 1983, 1988, and 1993. We have added information on the spring 1997 graduates. For each category you will find the number of graduates, the mean, median, first and third quartiles. Looking at the percent change from 1983 to 1997, the numbers almost always show an increase although there is variation among levels and schools. At the undergraduate level, ESIA shows the greatest increase in the mean, 5.6%, while SEAS shows the greatest increase in the median, 9.2%. SBPM shows the smallest percentage change in both the mean and median, 2.7% and 3.7%, respectively. At the master's and doctoral levels, SEAS shows the greatest increase in both the mean and median.

The second report shows average grades per course level by school and department for academic years 1981-82, 1986-87, 1991-92, and 1996-97. These data exclude Law and Medicine.

Overall, the average grade in

lower level courses went from 2.73 to 3.07 (12.4% increase),

upper level courses went from 2.98 to 3.18 (6.7% increase),

and

graduate level courses went from 3.41 to 3.60 (5.6% increase).

Of course there is variation among schools and departments.

The table used to convert the alpha grades to numeric is attached. Note that plus and minus grades were instituted in 1988.

If you have questions or need additional information, don't hesitate to call me on ext. 46509 or e-mail sismkc@gwunix2.gwu.edu.

GPA of Spring Graduates: 1983, 1988, 1993, 1997

SPRING GRADUATES

	Number				Mean					Median					Q1					Q3				
	1983	1988	1993	1997	1983	1988	1993	1997	% Chg 83-97	1983	1988	1993	1997	% Chg 83-97	1983	1988	1993	1997	% Chg 83-97	1983	1988	1993	1997	% Chg 83-97
<u>Undergraduate</u>																								
CSAS	523	480	584	553	3.04	3.00	3.09	3.19	4.9%	3.03	2.99	3.12	3.25	7.3%	2.73	2.67	2.80	2.91	6.6%	3.42	3.34	3.40	3.52	2.9%
GSEHD	30	45	30	-	3.31	3.17	3.28	-	-	3.44	3.25	3.32	-	-	3.06	2.89	3.10	-	-	3.54	3.43	3.43	-	-
SEAS	93	107	71	45	2.95	2.96	3.04	3.04	3.1%	2.84	2.96	3.06	3.10	9.2%	2.51	2.62	2.60	2.70	7.6%	3.39	3.32	3.40	3.34	-1.5%
SBPM	166	267	216	132	3.00	3.03	3.01	3.08	2.7%	3.00	3.01	3.02	3.11	3.7%	2.68	2.75	2.73	2.75	2.6%	3.33	3.34	3.28	3.41	2.4%
ESIA	110	112	186	186	3.02	2.99	3.02	3.19	5.6%	3.02	2.99	3.02	3.19	5.6%	2.62	2.73	2.70	2.88	9.9%	3.45	3.35	3.38	3.53	2.3%
SMHS	8	13	26	252	3.25	3.71	3.66	3.01	-7.4%	3.29	3.82	3.78	3.02	-8.2%	2.77	3.42	3.44	2.64	-4.7%	3.63	3.92	4.00	3.30	-9.1%
<u>Master/Post-Master</u>																								
CSAS	82	124	105	220	3.62	3.53	3.69	3.67	1.4%	3.75	3.53	3.75	3.72	-0.8%	3.42	3.28	3.54	3.50	2.3%	3.96	3.76	3.89	3.85	-2.8%
GSEHD	84	117	138	135	3.66	3.93	3.82	3.83	4.6%	3.71	3.80	3.87	3.90	5.1%	3.48	3.67	3.75	3.75	7.8%	3.92	3.95	4.00	3.95	0.8%
SEAS	135	244	194	228	3.36	3.54	3.53	3.57	6.3%	3.38	3.53	3.54	3.60	6.5%	3.15	3.26	3.30	3.35	6.3%	3.58	3.82	3.81	3.80	6.1%
SBPM	252	262	385	277	3.44	3.48	3.54	3.59	4.4%	3.44	3.46	3.54	3.63	5.5%	3.22	3.27	3.36	3.41	5.9%	3.67	3.71	3.73	3.79	3.3%
ESIA	45	60	121	160	3.43	3.48	3.58	3.60	5.0%	3.50	3.54	3.58	3.61	3.1%	3.12	3.25	3.41	3.46	10.9%	3.67	3.75	3.75	3.78	3.0%
SMHS	-	-	7	36	-	-	3.48	3.61	-	-	-	3.39	3.63	-	-	-	3.37	3.38	-	-	-	3.66	3.87	-
<u>Doctorate</u>																								
CSAS	14	35	36	58	3.52	3.76	3.74	3.70	5.1%	3.72	3.75	3.77	3.76	1.1%	3.12	3.62	3.60	3.50	12.2%	4.00	4.00	3.94	3.91	-2.3%
GSEHD	8	11	13	27	3.68	3.70	3.71	3.85	4.6%	3.83	3.79	3.83	3.88	1.3%	3.43	3.47	3.46	3.75	9.3%	4.00	3.83	3.93	3.97	-0.7%
SEAS	2	10	17	24	3.00	3.39	3.79	3.77	25.7%	3.00	3.56	3.86	3.81	27.0%	2.00	3.05	3.60	3.65	82.5%	4.00	3.92	4.00	3.90	-2.5%
SBPM	3	6	4	8	3.72	3.83	3.65	3.86	3.8%	3.67	3.95	3.71	3.91	6.5%	3.50	3.62	3.36	3.80	8.6%	4.00	4.00	3.89	4.00	0.0%
Total	27	62	70	118	3.55	3.69	3.74	3.74	5.4%	3.70	3.77	3.84	3.81	3.0%	3.21	3.58	3.58	3.64	13.4%	4.00	3.97	3.93	3.94	-1.5%
<u>Specific Masters Programs</u>																								
Art Therapy	5	5	5	2	3.27	3.17	3.87	3.77	15.3%	3.50	3.17	4.00	3.77	7.7%	2.58	3.00	3.67	3.69	43.0%	3.83	3.33	4.00	3.84	0.3%
Museum Studies	1	2	8	16	4.00	3.79	3.78	3.73	-6.8%	4.00	3.79	3.82	3.79	-5.3%	4.00	3.71	3.68	3.61	-9.8%	4.00	3.87	3.90	3.87	-3.3%
Political Science	3	9	2	3	3.20	3.47	3.34	3.39	5.9%	3.11	3.42	3.34	3.41	9.6%	2.85	3.26	3.08	3.14	10.2%	3.64	3.69	3.60	3.63	-0.3%
Psychology	1	2	-	-	3.89	3.41	-	-	-	3.89	3.41	-	-	-	3.89	3.10	-	-	-	3.89	3.72	-	-	-
<u>Specific Undergraduate Programs</u>																								
Biological Sciences	55	42	65	60	3.04	3.10	3.22	3.35	10.2%	3.06	3.15	3.23	3.44	12.4%	2.73	2.66	2.89	3.04	11.4%	3.43	3.42	3.55	3.67	7.0%
Economics	43	31	25	27	3.02	2.92	3.05	3.30	9.3%	3.00	2.91	3.13	3.35	11.7%	2.69	2.33	2.72	3.16	17.5%	3.33	3.46	3.40	3.60	8.1%
History	24	14	30	21	3.20	3.13	3.12	3.16	-1.3%	3.21	3.11	3.20	3.16	-1.6%	2.88	2.63	2.80	2.90	0.7%	3.53	3.58	3.42	3.52	-0.3%
Political Science	102	73	76	60	2.92	3.10	3.12	3.07	5.1%	2.89	3.08	3.16	3.06	5.9%	2.59	2.93	2.84	2.80	8.1%	3.33	3.34	3.41	3.34	0.3%
Psychology	65	81	89	80	3.02	2.98	3.01	3.09	2.3%	3.02	3.04	3.06	3.14	4.0%	2.74	2.67	2.64	2.79	1.8%	3.45	3.34	3.32	3.55	2.9%
Electrical Engineering	42	43	32	16	2.98	3.08	3.11	2.82	-5.4%	2.90	3.03	3.13	2.79	-3.8%	2.60	2.64	2.60	2.62	0.8%	3.42	3.52	3.68	3.09	-9.6%
Finance	38	88	39	34	3.00	3.09	3.07	3.17	5.7%	2.98	3.12	3.03	3.25	9.1%	2.74	2.81	2.88	2.72	-0.7%	3.27	3.39	3.38	3.52	7.6%

Average Grade Distribution

Course	AY 93		AY 96		AY 99	
	Fall 1993	Spring 1994	Fall 1996	Spring 1997	Fall 1999	Spring 2000
ACCY 051	2.599	2.939	2.745	2.427	3.020	
BISC 003	2.035		2.079		2.195	
BISC 004		2.201		2.056		
BISC 011	2.595		2.208	2.327	2.696	
BISC 012		2.222	2.717	2.473		
CHEM 003	2.800		2.710		2.833	
CHEM 004		2.574		2.995		
CHEM 011	2.403	2.875	2.284	2.203	2.558	
CHEM 012	2.496	2.363	2.233	2.554	2.471	
COMM 040			2.974	3.110	3.004	
ECON 011	2.586	2.319	2.722	2.527	2.911	
ECON 012	2.606	2.501	2.489	2.518	2.947	
ENGL 009	3.202		3.018		3.145	
ENGL 010	3.156	3.140	3.309	3.443	3.346	
ENGL 011	3.372	3.316	3.458	3.579	3.385	
ENGL 051	3.171		3.360	2.901	3.334	
ENGL 052		3.347	3.814	3.247	3.605	
ENGL 061	3.159		2.788	2.724	2.980	
ENGL 062		3.270		3.329		
ENGL 071	3.073	3.017	3.375	3.072	3.333	
ENGL 072		3.195	3.193	3.391	3.058	
GEOL 001	2.454	3.118	2.939	2.823	2.831	
GEOL 002	2.996	2.658	2.911	3.164	2.829	
GEOL 005	2.798	3.260	3.045	3.095	3.084	
HIST 039	2.756		2.582		2.804	
HIST 040	2.588	2.548	2.807	2.648	2.896	
IAFF 005			2.876	3.034	2.647	
MATH 020			2.661		2.511	
MATH 021				2.402	2.544	
MATH 030	2.430	1.767	2.268	2.066		
MATH 031	2.326	1.884	2.536	2.233	2.448	
MUS 003	2.658	2.051	3.191		3.542	
PHIL 045	2.146	2.618	2.793	2.746	2.861	
PHIL 051	2.684		3.136		2.789	
PHIL 052		2.761		3.125		
PHYS 001	2.406	3.204	2.994	2.628	2.896	
PHYS 002	3.143	3.046	3.506	2.759	2.442	
PSC 001	3.175	3.079	2.982	3.036	2.720	
PSC 002	2.668	2.870	2.698	2.667	2.600	
PSC 003	2.840		3.077	2.807	2.800	
PSYC 001	2.632	2.457	2.834	2.864	3.042	
REL 001	2.771	2.224	3.216	2.804	2.947	
REL 002	2.851	2.927	2.983	3.046	3.055	
SOC 001	2.909	3.047	2.821	3.059	3.090	
SPAN 001	2.964	3.159	3.106	2.548	3.329	
SPAN 002	3.007	2.803	2.727	2.969	3.199	
SPAN 003	3.175	2.980	3.255	2.856	3.125	
SPAN 004	3.359	3.265	3.077	3.139	3.054	
SPHR 071	3.482	3.266	3.210	3.430	3.375	
STAT 051	2.898	2.782	3.045	3.058	2.745	
STAT 053	2.760	3.005	2.758	2.680	3.011	

From
Registrar
Grades
Averaged
by sections.

Notes:

ACCY 051 is cross-listed with BADM 051. Grades in both courses used in calculation.
COMM 040 was numbered as 001 during AY 93.

George Washington University
Average Grades in Selective Courses

	Fall 1990	Fall 1993	Fall 1996	Fall 1999	1990-1999 Change
BISC 003	2.346	2.338	2.404	2.459	0.113
BISC 011	2.214	2.459	2.168	2.686	0.472
CHEM 003	2.927	2.828	2.702	2.793	-0.134
ENGL 010	2.990	3.169	3.309	3.369	0.379
HIST 040	2.595	2.588	2.806	2.772	0.177
MATH 031	2.257	2.374	2.581	2.366	0.109
PHIL 045	2.125	2.127	2.794	2.882	0.757
PHYS 001	2.816	2.361	3.033	2.837	0.021
PSC 001	2.836	3.073	2.905	2.685	-0.151
PSYC 001	2.741	2.594	2.928	3.115	0.374
REL 002	2.474	2.838	2.987	3.042	0.568
SOC 001	2.907	2.893	2.849	3.073	0.166
SPAN 001	2.913	3.069	3.121	3.323	0.410
STAT 051	2.880	2.626	3.030	2.788	-0.092
Average	2.644	2.667	2.830	2.871	0.226

From Institutional Research:
Grades Averaged by
Students

**ANNUAL REPORT
OF
THE EXECUTIVE COMMITTEE OF THE FACULTY SENATE
1999-2000 SESSION**

The Executive Committee established the agenda for eight regular meetings and one special meeting of the 1999-2000 session.

During the course of the session, the Executive Committee referred a variety of matters for consideration and action to standing committees. It requested that the Committee on Educational Policy review the matter of the retention of undergraduate students in the context of recent Administration and student studies. It also requested that the same Committee review faculty compliance with the University's final examination scheduling policy.

The Executive Committee transmitted to the Committee on Research a request for review of University funding support of graduate students.

It also appointed an Ad Hoc Committee on the proposed College of Professional Studies, requesting that the Committee provide a report advising the Senate of its findings and conclusions.

During the 1999-2000 session, the Executive Committee arranged for deliberation of seven resolutions, of which five were adopted by the Faculty Senate. One resolution was recommitted and one resolution failed. A tabulation of these resolutions and the response of the Administration are attached.

The Executive Committee also arranged for the presentation of seven special reports to the Faculty Senate. These addressed the proposal to create a new College of Professional Studies, the University computing services, faculty salaries, the Bright Horizons Children's Center, the Medical Center, and a special report on Fiscal Year 2000 five-year capital budgets. It also arranged for the annual report on the recruitment and appointment of women and faculty of color.

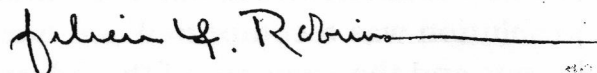
In September, 1999, in accordance with the Faculty Code, the Executive Committee was notified of one administrative nonconcurrence with a faculty personnel recommendation in the School of Medicine and Health Sciences. As mandated by the Faculty Code, the Executive Committee reviewed the case. It determined that the Dean had compelling reasons and provided supporting evidence in his nonconcurrence. It advised the Department that, in accordance

with the Faculty Code, it must determine whether it wished to withdraw its recommendation in the light of the Executive Committee's findings.

In April, 2000, the Executive Committee received a grievance from the School of Business and Public Management. In accordance with the Faculty Code, the Executive Committee began the process of making its determination that reasonable efforts to achieve a resolution through informal consultation had been exhausted.

The 1999-200 Session of the Faculty Senate has considered and dealt with matters central to the success of the faculty role in governance at the University. The Executive Committee is exceedingly grateful to Faculty Senate members and colleagues through the University for their hard work, dedication and support. The Committee extends sincere thanks to President Trachtenberg and Vice President Lehman for their formal and informal efforts and leadership in the resolution of difficult and challenging issues. The Committee also extends special thanks to Doris Trone and Sue Campbell for their effective and conscientious assistance in the work of the Faculty Senate.

Respectfully submitted,



Lilien F. Robinson
Chair

Members of the Executive Committee:

John G. Boswell
Linda L. Gallo
Mary J. Granger
Robert J. Harrington
Joseph Pelzman
Arthur E. Wilmarth, Jr.

Ex officio, Stephen J. Trachtenberg, President

Attachment

RESOLUTIONS - 1999-00 SESSION

Resolution No.	Date of Meeting	Title of Resolution	Action	Response of administration
99/1	9/10/99	A Resolution Regarding the Wellness Center Proposed Faculty User Fees	Failed 9/10/99	Agreed
99/2	12/10/99	A Resolution to Amend the 1996 Faculty Code of The George Washington University	Adopted, as amended, 12/10/99	The Administration believes that, according to the Bylaws of the University, its responsibilities are discretionary. Therefore, it is concerned with language that would make its role ministerial as proposed in Section 7.
99/3	12/10/99	A Resolution to Strengthen the Rape and Sexual Assault Policy of the <u>Code of Student Conduct</u>	Adopted, as amended 12/10/99	Agreed
99/4	1/21/00	A Resolution to Sponsor a Benefit Run	Adopted 1/21/00	Agreed
99/5	2/4/00	A Resolution Concerning a Proposed College of Professional Studies	Adopted, as amended 2/4/00	Agreed
99/6	3/10/00	A Resolution to Endorse the Policy and Procedures Governing Sexual Harassment Complaints	Postponed to 4/14/00 Recommitted to Ad Hoc Committee 4/21/00	A work in progress
99/7	4/14/00	A Resolution of Appreciation for Professor Lilien F. Robinson	Adopted by Acclamation 4/14/00	Agreed



DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

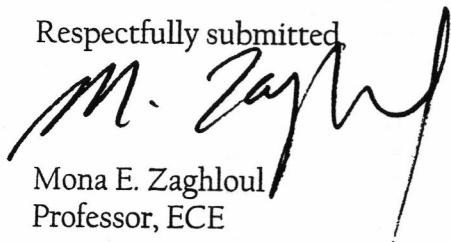
Physical Facilities Committee
Annual Report – 1999-00

The Committee consists of Professors Hugo Junghenn, Diana Libscomb, Bradley Sabelli, Richard Schlagel and Ed Van Buren. In addition the Ex-Officio members are J. Boswell, W. Bortz, C. Linebaugh, V. MacEwen, M. O'Malley and J. Schauss.

The Faculty Senate Physical Facilities Committee met on March 2, 2000. Professor Boswell and Mr. Schauss attended the meeting. Mr. Schauss gave the committee an overview of the current construction on the Campus. The members of the committee discussed the funding and future of each of the new facilities. The information given by Mr. Schauss is summarized in the attached report.

The committee thanked Mr. Schauss for his input and it was agreed to hold regular meetings of the committee to follow the progress of the construction.

Respectfully submitted,



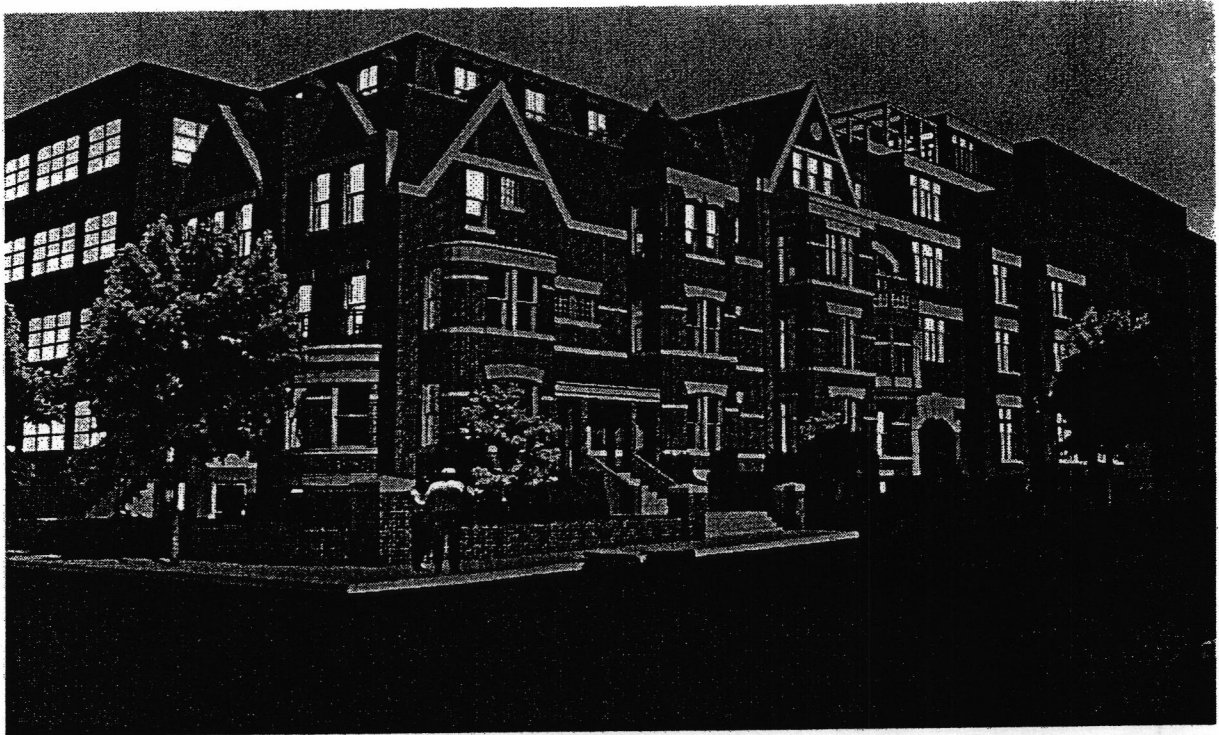
Mona E. Zaghloul
Professor, ECE

HEALTH AND WELLNESS CENTER



- Construction started last summer on the 183,000 square foot Health and Wellness Center at the northwest corner of 23rd and G Streets, on south end of the square occupied by New Hall.
- The building will house 4 basketball courts, an elevated jogging track, exercise rooms for free weights and circuit type equipment, an aerobic workout room, racquetball and squash courts, a swimming pool and fully equipped locker rooms with saunas.
- There will be two and a-half below-grade levels of parking.
- Several of the facilities will be available for use in late January 2001, with the entire Center completed by Spring 2001.

LAW SCHOOL ADDITION



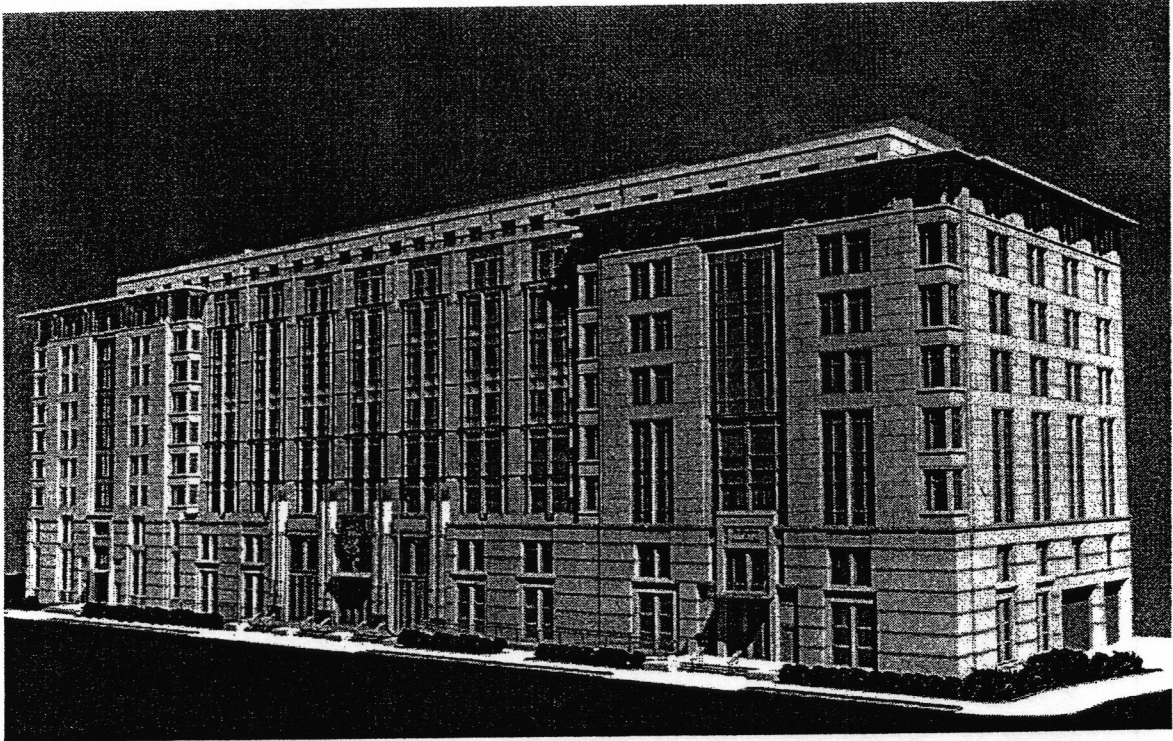
- A 30,000 square foot addition, integrating the historic townhouse facade of 2003 G street, will be constructed between the Burns-Lerner-Stockton complex and Stuart Hall, connecting all the buildings together.
- The expansion will provide archive storage for the Burns Law Library as well as new faculty and administrative/support space. This will free up space in the Burns-Stockon-Lerner complex for student use, including conference/seminar rooms, student organization offices and additional student lounge space.
- Construction will begin in March 2000 and is scheduled for completion in August 2001.

MEDIA AND PUBLIC AFFAIRS BUILDING



- The new 142,000 square foot Media and Public Affairs Building is under construction at the northeast corner of 21st and H Streets, just across the street from the Marvin Center. It will provide seven floors of academic space and two floors of parking.
- The building will serve as the new home of the School of Media and Public Affairs. It will also house Public Policy, the Center for Washington Area Studies, Public Administration, Political Management, and GWTV Administrative Office.
- The building will feature a 275 seat auditorium with state-of-the-art broadcast capability, a new attractive home for the Dimock Gallery, media production studios, four tiered classrooms, teleconferencing facility and a display area for artifacts on broadcasting history.
- The project will be completed in January 2001.

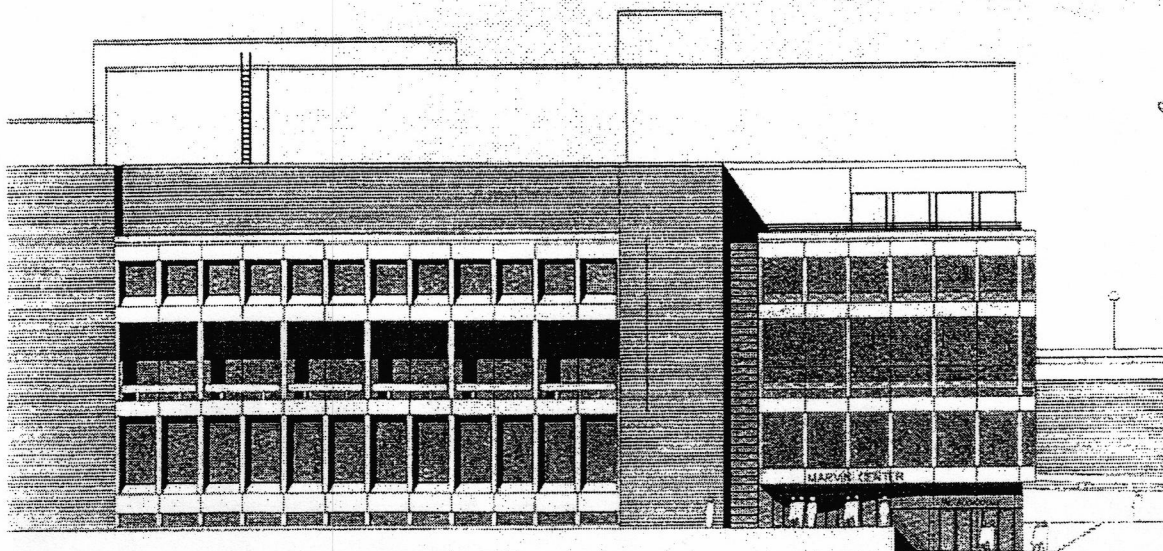
1957 E STREET (AGC BUILDING)



- A 235,000 square foot mixed-use building, fronting E Street between 19th and 20th Streets, will be constructed and include a residential tower, academic spaces for the Elliot School, classrooms, executive education facilities and three levels of underground parking.
- The residential tower will have apartment-style housing for 200 students. The academic tower will provide space for the Elliott School, an executive education facility and 20 general-purpose classrooms.
- The classrooms, both tiered and flat, will be in various configurations. The plan calls for two classrooms for 300+ students, two classrooms that will seat 100 to 150 students, five classrooms for 50 to 70 students, and 11 classrooms that will seat 20+ students.
- Construction is currently scheduled to start in the Summer of 2000, with completion in the Fall of 2002.

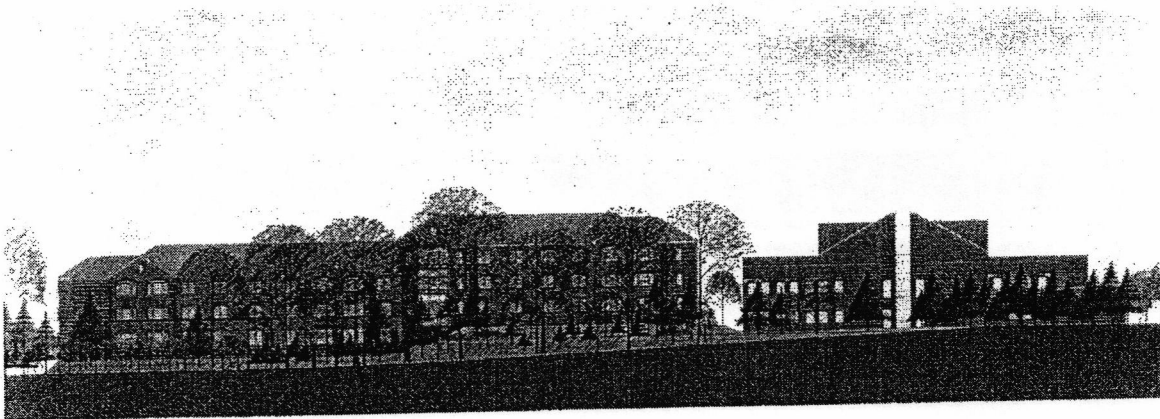
*Continuing
Education*

MARVIN CENTER RENOVATION AND EXPANSION



- The multi-phase renovation and expansion of the Marvin Center continues. The most dramatic element, an addition enclosing the open plaza area on 21st Street, is scheduled to start in the Summer of 2000. This addition includes a large "Great Hall" space that will serve as a central gathering space for the renovated facility, a new visitor's center, new ballroom and a larger renovated GW bookstore.
- The completed phases include: the reconfiguration of the Ground Floor retail area with the relocated copy center, a new student travel agency, and expanded Provisions Market, a post office and several food service type vendors. The fully renovated fifth floor now offers the Hippodrome student activity area, complete with a new billiards area, game room, lounge space, renovated bowling alley and the new food venue, Dine-A-Vision. The fourth floor Student Activities offices have been completed and are fully occupied. On the third floor, the new conference/meeting spaces have been substantially completed, but are temporarily occupied by the second floor residents while that floor is being renovated.
- The renovation includes upgrades to the bathrooms, fire alarm and sprinkler systems to meet current ADA and building codes, along with the HVAC and electrical systems.
- Work on the exterior skin and roof will commence Spring 2000. Completion of the entire project is anticipated by Summer 2001.

MOUNT VERNON CAMPUS SOMERS HALL AND PARKING & TENNIS FACILITY



PAST ELEVATION

- Planning for the Mount Vernon Campus is underway with the 53,000 square foot expansion to Somers Hall, a residential facility providing 183 new beds.
- Along with work in Somers, an on-grade parking structure will be constructed housing coach and team rooms, facilities shop space, and tennis court support with 12 courts on top of the roof.
- In addition, two new NCAA fields for softball and soccer will be constructed.
- Existing roads will be widened.
- Work will commence after graduation in May of 2000.

SPECIAL ENDOWMENT FUNDING FOR CLASSROOM & LAB RENOVATIONS

Since FY 1991, the Board of Trustees has authorized the use of over \$9.5 million of the University's endowment for the renovation of classrooms and labs across the campus.

A summary of the renovation and upgrade projects by building is as follows:

<u>Building</u>	<u># of Projects</u> (Classrm & Lab)
Stuart Hall	13
Monroe Hall	20
Academic Center	14
Bell Hall	30
Hall of Government	14
Gelman Library	16
Funger Hall	19
Lisner Hall	17
Marvin Center	3
Tompkins	3
Corcoran Hall	<u>6</u>
TOTAL	155

The FY 01 budget includes a request for the Board of Trustees to authorize an additional \$1.5 million to continue renovations of classrooms and labs.

THE UNIVERSITY OF CHICAGO
LIBRARY

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